DOCUMENT RESUME

ED 281 999 CE 047 075

AUTHOR	Osguthorpe, Russell T.; And Others
TITLE	An Evaluation of Utah's Single Parent and Displaced Homemaker Programs. Final Report for Fiscal Year 1986.
SPONS AGENCY	Utah State Office of Education, Salt Lake City. Div. of Vocational Education.
PUB DATE	30 Sep 86
NOTE	225p.; Appendix D contains small print.
PUB TYPE	Reports - Evaluative/Feasibility (142)
EDRS PRICE	MF01/PC09 Plus Postage.
DESCRIPTORS	Adults; Assertiveness; *Displaced Homemakers; *Employment Potential; *Employment Programs; *Fatherless Family; Females; *Job Skills; Job Training; Outcomes of Education; *Program Effectiveness; State Programs; Womens Education
IDENTIFIERS	Utah

ABSTRACT

To help the many displaced homemakers and single mothers in Utah learn to take charge of their lives and obtain employment, the state of Utah sponsored six programs, each of which should include all necessary services for these clients to progress both personally and professionally. An evaluation of these programs was conducted to develop a statewide recordkeeping system, to describe the nature of the client population, to describe the nature of the services offered, and to summarize the effects on clients' lives. Follow-up surveys sampled program participants after six months, and on-site observations were made. The study found that the target population of needy women was being served and that clients received primarily an intensive pre-employment course as the core service at most centers. The course also helped women develop an informal support group as they made friends within the class. From the data gathered, it was concluded that the services provided by the centers were viewed as effective and appropriate by both clients and outside observers. The study also found that many participants found employment or enrolled in vocational training. Twenty-four percent of the clients remained unemployed after the program. Recommendations were made to continue and improve the programs. (Extensive appendixes contain intake and follow-up forms and field notes describing the classes.) (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED281999

An Evaluation of Utah's Single Parent and Displaced Homemaker Programs

Final Report for Fiscal Year 1986

Russell T. Osguthorpe
Kenneth Godwin
Wanda Heaton
Ruth Killpack
Karen Pool
A. LeGrand Richards
D. William Quinn

Submitted to the Utah State Office of Vocational Education

September 30, 1986

CE047025

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.
☐ Minor changes have been made to improve reproduction quality

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

DE Nelson

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

BEST COPY AVAILABLE

Contents

Introduction

The National Problem........ 2
The Problem in Utah........ 4
Utah's Response........ 5
Purposes of Evaluation........ 7

Method

Evaluation Staff........ 10
Instruments........ 10
Procedures........ 13

Results

Client Profile........ 17
Case Studies........ 19
Program Descriptions........ 23
Intake Data........ 31
Follow-up Data........ 58

Discussion and Conclusions

Evaluation Questions........ 74
Recommendations........ 76

Contents (Continued)

Appendices

Appendix A: FY 1986 Request for Proposals................................ 81
Appendix B: FY 1986 Intake Form.. 86
Appendix C: FY 1987 Intake Form.. 89
Appendix D: Coding Scheme for FY 1986 Intake Forms.. 91
Appendix E: Field Notes Form.. 99
Appendix F: Job Analysis Form.. 105
Appendix G: Follow-up Interview Form.. 108
Appendix H: References... 111
Appendix I: Field Notes and Interviews.. 113

An Evaluation of Utah's Single Parent and Displaced Homemaker Programs

The American family is in danger. For the past 30 years the American family has been changing in a way that threatens the futures of women and their children. The traditional family (working father, and mother at home with two or more children) occurs in less than 19% of today's families. One half of all marriages performed this year will end in divorce and with those divorces many women and children will be plunged into poverty. One commentator observed, "We have failed to understand the economic as well as the emotional price and cannot believe what has happened to the American family. We have not understood the depth of the problem." (For a complete list of references for this section, see appendix H).

The National Problem

The growth in the number of families maintained by women has far outpaced that of other families. From 1972 to 1982 their number had increased by 57% to a total of 9.7 million compared with a 10% increase for other families. One out of four homes with children is headed by a single woman and that figure will increase another 57% by 1990.

There is a myth that women grow rich on alimony while the husbands struggle to meet the payments. The facts are that less than 15% of all divorced women receive alimony and the overall average is $4,000 per year. Women and children are the true victims of divorce. Divorced women with children experience a 73% drop in their standard of living which forces them into poverty while their former husbands have a 42% rise. Forty-seven percent of single mothers live below the poverty level.

Although single parent families can be formed by the death of a parent or the birth of a child outside marriage, the increase in single parent families in the United

States is due largely to the rise in divorce rates. These women are thrust into the labor force without the necessary skills to provide an adequate income for their children. Of women in the labor force in 1982, 56% worked out of economic necessity because they were divorced, separated, widowed, single or living with a husband whose income was less than $10,000 a year. A California study showed that even when working, 33% of divorced women fall below the poverty line, and another 15% are on welfare. In 1982 about 3.4 million families maintained by women (one out of every 3) were in poverty compared with 1 out of 13 married couple families. This phenomenon, of divorced women and their children being forced to live in poverty, has been called the feminization of poverty.

There are 10 million children in divorced homes in this country. Next year there will be another million. By 1990 only half of all American children will spend their entire childhood with both natural parents. One out of 3 children will watch their parents separate and " the break up of the family is almost as traumatic as death". When separation occurs 90% of children stay with their mothers. Over half of these children have had no contact with their father in the past year.

Members of Congress deem the issue of child support "a national scandal." By not facing up to these realities we place a new generation of children at risk. Child support is often set by judges with inadequate knowledge of the realities of impoverished, divorced women. The New York Task Force on Women reported that "judicial decisions were repeatedly made on misinformation, misunderstanding, and outright prejudice toward women and their children." Judges often showed more concern about the father's credit rating than the welfare of his children. The most recent statistics show that 42% of the time no child support is awarded at all. Of the 47% of cases where child support is awarded, one quarter of women receive partial payment and one quarter get nothing at all. The average child support per family (not per child) is $34 per week. The emotional cost for these women and children is impossible to calculate. They live in loneliness, isolation, and poverty.

The Problem in Utah

The State of Utah is not exempt from these social problems. The increased divorce rate over the past ten years reflects shifts in social norms and indicates more changes for the future. There are distinct differences in employment and income which exist between married and divorced or separated persons. These differences present special challenges for divorced and separated women. These problems are particularly severe in Utah where families are larger and incomes are lower than national averages. Single parent (divorced, separated, widowed and never married) families are less common in Utah than nationally (11% in Utah, compared to 17% nationally), but there are more divorced single heads of families in Utah (by percent) than in the United States generally.

Single parent families in Utah increased by more than 88% during the 1970's, while married couple families with children only increased by 32%. Between 1969 and 1982, the number of poverty level, female headed households with dependent children in Utah almost doubled. By 1979, 28% of female headed families in Utah had incomes below the poverty level. Four years later 34% were in the same condition. The median income of female family heads is 46% of that of male family heads - $7,500 compared to $16,400. As a result, all but a tiny percentage of money for Aid to Families with Dependent Children is consumed by female headed families.

The circumstances produce a tremendous negative impact on the children. This is particularly striking since this is a state where families and children are highly valued. Approximately 10% more Utah women head households with children than is true nationally. Therefore, Utah's women bear a greater responsibility for their dependent children than do men or women elsewhere. Utah women are more often responsible for minor children than are women in other states because of higher fertility rates and because Utah men have custody of children less often.

The U.S. Census of 1983 indicated that of female headed families with children under the age of six, 50% of Utah women in poverty fall in this category. In 1979, 57,000 Utah children were poor. That is one out of nine children under the age of 18 and one out of eight children under the age of 5.

The heart of the problem is society's reluctance to face the new realities of the family. "There is a longing for an America that no longer exists. Policy makers do not take into account real women's lives. We legislate through nostalgia." In a new book of Utah demographics, the authors insist that "policies need to be developed to help begin alleviating the growing economic plight of divorced and separated women." Fortunately, in Utah, our most prominent leaders have committed themselves to changing this problem. Governor Scott Matheson identified the problem of single parent/displaced homemakers as his final human resource priority for the last nine months he was in office. Governor Bangeter, as well, has frequently stated his concerns about helping this population of women achieve economic independence.

Utah's Response to the Need

In reponse to these needs the Utah State Office of Vocational Education requested proposals from educators in the state wishing to develop model programs for single parents and displaced homemakers. (For a complete description of the original request for proposals, see Appendix A). The purpose of these model programs as stated in the original request for proposals was: *"To develop model programs to assist institutions and districts in Utah to establish, improve, and/or expand programs to provide vocational education training, and suppport services to single parents and homemakers that will furnish them with marketable skills and rewarding employment."* In accordance with the Carl Perkins Vocational Education Act of 1984 which provided the funding for the model programs, other requests were made of those submitting proposals for this first competition. For example, applicants for funding were directed to use the definition of single parent and homemaker given in the original Carl Perkins Act: "A single parent is an individual who is unmarried or legally separated from a spouse, and has a minor child or children for whom the parent has either custody or joint custody. A homemaker is an adult and has worked as an adult primarily without remuneration to care for home and family and for that reason has diminished marketable skills."

With these definitions in mind applicants for funding were directed to include several important components in their proposals for model projects. For example, the programs should emphasize opportunities for single parents and displaced homemakers to obtain necessary vocational training in order that they might gain marketable skills leading to employment. To aid clients in obtaining these skills project directors were asked to include in their proposals strategies for supporting clients in pursuing further education and training. These supports, in keeping with the Carl Perkins Act, included provisions for outreach services (to inform potential clients of the services), child care, transportation, and basic literacy training. In addition, applicants were directed to include in their proposals techniques for intake-assessment, guidance and counseling, job seeking and keeping skills, placement and follow-up services, life skill training in assertiveness, single parenting, and other similar topics. In other words, a model project should include all necessary services for a single parent or homemaker to make personal, as well as professional progress. Simply directing a client to a vocational training program was not considered sufficient service by the state. Project staff also needed to focus on the personal needs evidenced by the majority of single parents and homemakers, such as lack of confidence in their ability to function in the employment world. In providing such services, applicants were also required to establish an advisory committee and interface with other community based organizations, such as social services, job service, vocational rehabilitation, etc.

Thus, the projects funded by the state were to be comprehensive service centers for displaced homemakers and single parents, providing core services within the center and referring clients to other agencies for additional services. Since the needs of the population are so diverse, with some clients coming to the centers as newly divorced young single parents and others coming as older displaced homemakers, the breadth of services was necessarily varied. The newly divorced single parent who never graduated from high school, for example, may need divorce adjustment counseling, training in single parenting, and assistance with completing requirements for high school graduation. In contrast, the older displaced homemaker with a disabled husband may need immediately to pursue part-time employment and a part-time job training program for future career development.

Integral to the plans for the first year of model projects in the state was the need to evaluate their effectiveness. The state not only required project directors, themselves, to gather data on their clients, but also provided funding for an external evaluation to be conducted. Because this external evaluation constituted the first data ever collected in the state of Utah on single parents and homemakers, emphasis was placed on developing measurement techniques, collecting descriptive data on clients, as well as assessing the effects of the actual programs.

Purposes of the Evaluation

There were four primary purposes of the evaluation:

1) *To develop a state-wide record keeping system for intake assessment and follow-up data collection;*
2) *To describe the nature of the client population served in each of the six projects; and*
3) *To describe clearly the nature of the actual services clients received at each of the six model projects;*

4) *To summarize the effects of the services on clients' lives.*

5) *To make recommendations for improving the services at the centers.*

The first purpose of the evaluation, the development of a state-wide record keeping system was accomplished by the creation and testing of the*Intake Form* and the *Follow-up Form.* Each of these forms has been used extensively at each of the centers; project directors have given suggestions for their improvement; and the forms are now in refined versions which should improve next year's evaluation. The second purpose was accomplished by administering, coding, and analyzing the results of the intake assessment data. The results of these analyses are presented later in this section. The third purpose (describing the nature of the services) was fulfilled through the collection and analysis of several different pieces of information: 1) observers' field notes of actual training offered at the centers, 2) interviews with project directors and clients, 3) evaluation assistants' site visits to the centers, and 4) follow-up interview information. In order to accomplish the fourth purpose (determine the effects of the services on clients' lives), data from the follow-up interviews were analyszed and conclusions drawn.

Several questions guided the collection of data in the evaluation. Each of the questions was tied directly to one of the previously stated purposes. The primary questions addressed by the evaluation are as follows:

> 1) *What are the demographic characteristics of the client population?* (i.e. How old are the clients? How many children do they have? What is the client's marital status? What is the client's education and employment history?)
>
> 2) *What is the nature of the services clients receive from the centers?* (i.e. What are the contents of pre-employment training offered at the centers? How long do clients attend such training sessions? For which services do the project staff refer clients to other agencies?)
>
> 3) *What are clients' perceptions of the services offered to them by the centers?* (i.e. To what degree do clients feel that the center's services have impacted on their realization of their personal/professional goals? What suggestions do clients have for improving the services they received from the centers?)
>
> 4) *What happens to clients after they have received the services offered by the centers?* (i.e. What percentage of clients are placed in an educational training program?. What percentage are placed in employment? To what degree have clients reached their personal goals as a result of receiving services from the centers?)

Method

Evaluation Staff

Before describing the procedures used in the evaluation, a brief sketch will be given of the staff positions and the roles each of the personnel filled in the evaluation. The project director was responsible for overall project management, training of other evaluation staff, developing instruments used in the evaluation, and writing project reports. Evaluation assistants were assigned by the director to serve at least one of the six model project sites. These assistants were in contact with the model project directors during the year and coordinated data collection activities with the site director and evaluation project director. These assistants trained local observers who were hired by the evaluation project director to take field notes and document the types of services being offered at each site.

While the roles of local observers were quite limited, the evaluation assistants accomplished a variety of tasks. For example, assistants interviewed clients and project directors at the sites, conducted telephone interviews with clients after they had received the services offered by the centers, and helped code, tabulate and analyze data. Three of the assistants, who held Ph.D. degrees in evaluation or family science, acted as consultants to the evaluation project director as decisions were made regarding procedures used in the study. Three assistants were Ph.D. candidates in either Instructional Science or Family Science and two were pursuing master's degrees in family science.

Instruments

Several instruments were used in the evaluation: the *Intake Form,* the *Field Notes* form, the *Job Analysis Inventory,* and the *Follow-up Interview* form. Each of the instruments was developed specifically for this evaluation.

Intake Form. The client *Intake Form* was the most critical instrument to the first year evaluation. An initial version was produced, reviewed by state personnel, and then revised. The revised version was then submitted to selected project directors for their feedback, after which another revision was completed. This revision was then presented in a formal meeting held with all of the project directors, Phoenix Institute staff and state personnel for additional feedback. The meeting was, perhaps, the most useful of all the evaluation sessions regarding the *Intake Form* because project directors were able to give suggestions based on their experience with actual clients. It was also determined during that meeting that the form would be produced on pressure sensitive paper so that multiple copies would be available for distribution to the state, as well as to the evaluation staff. See Appendix B for a copy of the *Intake Form* used during the FY 1986 year--the form used in the evaluation study described in this report.

After the form had been used by project staff for several months, another evaluation meeting was held at the Phoenix Institute during which project directors had another opportunity to give suggestions to the evaluation project director concerning the *Intake Form.* The form was not revised again, however, until the data coders and other evaluation assistants had had an opportunity to use the form in tabulating data. The suggestions of data coders were as critical to the quality of the *Intake Form* as the comments from project directors because certain of the categories on the form were difficult to summarize.

Thus, it was not until the funding year was drawing to a close that a final version of the *Intake Form* was drafted. This final version was then presented at another formal meeting of project directors (including those who had received funding for FY 1987) for their review and suggestions. This final version appears in Appendix C and should be considered for state-wide use during FY 1987. Note that the newly revised form actually has significantly more information on it, but is now only one page instead of two. The categories, especially for financial resources of the client, are much clearer and should increase the accuracy of reporting client income during the coming funding year.

Project directors were encouraged to assist clients in completing the *Intake Form,* although it was reported that many clients completed the forms themselves. Project directors sent the completed forms to the evaluation project director periodically throughout the year.

Field Notes Form. In addition to the *Intake Form*, a *Field Notes* form was developed for use by observers. A copy of the *Field Notes* form can be seen in Appendix E. As can be seen in Appendix E, the form contains instructions for observers as they attend training sessions conducted at one of the six model project sites. It also contains instructions and sample questions to be used when interviewing the project director or clients participating in the training.

Job Analysis Form. Because this was the first year of the model projects a survey instrument was developed to assess the roles and tasks of the model project directors. A copy of the *Job Analysis for Model Project Directors* can be seen in Appendix F. As can be seen in the appendix, the form contains a listing of common tasks required of model project directors and asks the respondent to assess the importance and frequency of each task in her everyday professional life. This survey was developed in conjunction with several of the project directors, themselves, in order to ensure that the list of tasks included on the form was as complete and accurate as possible. The form went through several revisions before actually being used to gather data.

Follow-up Form. In addition to observational and survey data, follow-up telephone interviews were conducted with clients approximately six months following their contact with the model projects. An example of the *Follow-up Interview for Single Parents and Homemakers* is contained in Appendix G. The form focuses on three main areas: 1) services received by the client, 2) effects of those services on the client's life (i.e. placement in a vocational program or in employment), and 3) the client's judgment regarding the value of the services and suggestions for improving the services offered by the model project.

Procedures

Intake assessment. Each project was required to use the *Intake Form* with each client served. It is important to understand that for some of the projects (UTC-Provo, Snow, and BAVC-Logan) many clients were served prior to the development of the *Intake Form* and thus, the number of clients served in the state during FY 86 is greater than the number of clients included in this evaluation. It is also important to understand that most projects had additional procedures they used at the time of intake to assess the client's needs. Some projects used the state form and another form they had already developed for internal purposes. In addition, most projects referred many clients to other professionals within their institution for further assessment information, especially regarding career interests and aptitudes. Thus, the *Intake Form* itself represents only a small portion of the intake assessment activities conducted at most sites. But it does represent a set of uniform demographic items which can be summarized across all projects, leaving project directors free to require additional intake assessment activities which fit the specific needs of their clients and geographic areas.

Although the *Intake Form* was designed to be filled out by a project staff member rather than the client, the actual procedures varied from one project to another. All project directors periodically sent a copy of the completed forms to the evaluator. These forms were then coded and the data entered into a computer file for later analysis. If the forms were unreadable or certain items were difficult to discern, the evaluation assistant contacted the project director responsible for that client to obtain clarification. During the summer a coding scheme was devised for the form and the data were entered into a computer file for later analysis. (See Appendix D for a description of the coding scheme used for the *Intake Form).*

Field notes. Either a local observer or an evaluation assistant on the evaluation staff used the *Field notes* form to record their observations of services offered at the model project sites. Since each project differed in the types and length of services it offered, the amount and nature of the observational data varied from one project to another. Usually, however, the field notes consisted of at least four hours of observational time in one of the project's pre-employment training courses (a course dealing with confidence building, single parenting, financial planning, etc.). The results of these observations will be used in two places in this report: to help describe the services offered by each project, and to amplify the section of the follow-up data which focused on the services clients received and their suggestions for improving those services.

Job analysis data. The *Job Analysis for Model Project Directors* form was administered during an inservice meeting held at the Phoenix Institute. Each of the six model project directors completed the form, as well as three others who felt knowledgeable concerning the tasks of project director. Means and standard deviations were calculated on each of the items for each of the two scales (importance and frequency).

Follow-up interviews. One of the most critical aspects of data collection in this evaluation was to measure the effects of the services on clients' ability to eventually support themselves and their families. In order to obtain this information, evaluation assistants telephoned clients approximately six months after the clients had completed the services at the centers. It should be noted that the follow-up period was not exactly six months in every case. Some clients, for example, were interviewed approximately four months following their completion of the training course offered at that center. However, efforts were made to equalize the follow-up period as much as possible from one center to another.

When interviewers contacted clients to gather follow-up data, the interviewers introduced themselves, stated the purpose of the telephone call and explained to clients that the interview would be used to evaluate the effectiveness of each center's services; that the client's name would never be associated with the data collected during the interview; and that the client had complete freedom to accept or decline the interview. These procedures were used to ensure that no client's rights of privacy were violated. The nature of the follow-up data was clearly personal in some instances (i.e. the client's present earnings) and evaluators made certain that no client was forced to respond to the interview or to an item which the client felt was an invasion of privacy.

Because of the size of the population (nearly 1000) no attempt was made to gather follow-up data on every client. Rather, several procedures were used to collect this data on a subgroup from each of the six centers. In some cases, because of the scheduling of training programs in the various centers, two or three pre-employment training groups were selected for follow-up. It should be understood that these groups were selected based on the premise that six month follow-up data could be collected on them before the end of the funding year, not that these particular groups were the most representative of all clients served by a center. In other words, the evaluators were restricted in the gathering of follow-up data to those clients who had received services from the center prior to April, 1986. Clients receiving services later in the year were included in the analysis of intake data, but could not be included in six month follow-up analyses.

In some instances centers served so many clients that a random sample of clients was drawn from the *Intake Forms*. In the case of UTC/Provo, for example, two samples were drawn: one from a group of clients who were primarily referred to other agencies for service, and the other from clients who had completed Provo's pre-employment training program.

It is important to note that many clients were unreachable by telephone, either because they had moved since completing the training at the center or they had no telephone. When a client was difficult to reach, the evaluation assistant contacted the project director for further information regarding the client and then in some cases tried again to telephone the client. However, because a given percentage of clients were unreachable by telephone in each of the six locations, the follow-up data should not be construed as totally representative of all clients served in the state. Thus, caution should be used in interpreting the data gathered from this follow-up procedure. Every effort was made to ensure that as representative a group as possible was selected for interviewing, but because all clients selected could not be reached, and because all clients were not included in the follow-up data, results should be viewed as preliminary in nature.

Results

The results section will be divided into five sections. In the first section, a client profile will be given to illustrate the most commonly served client in the state. This client profile is designed to provide an introduction to the statistical data presented later in this section. In the second section, selected case studies of actual clients will be described. These case studies were selected as representative of clients served throughout the state during this funding year. In the third section, each of the six programs will be described. These descriptions will be based on field notes taken during the course of the funding year, interviews held with project directors, the job analysis conducted with the projects directors, and initial descriptions developed in the early stages of the evaluation. In the fourth section, data gathered on the *Intake Form* will be summarized. Overall statistics, combining intake data from all six sites will first be shown, followed by comparative results, examining the differences in clients from one site to another. In the final section, the results of the follow-up telephone interviews will be described. Emphasis will be placed on describing clients' placement in employment or vocational training, as well as clients' perceptions of the services they received from the various centers.

Client Profile

In this section of the results a client profile will be drawn which describes a typical client served at any one of the six centers. Because this profile is a composite description, based on all of the intake and follow-up information gathered in the evaluation, the profile, itself, represents a common client who came to a center for services: not a case study of an actual client. For the sake of this document, the client will be called, "Susan."

Susan is a 32 year old Caucasian woman who has recently been divorced from her husband. She has two children, ages 4 and 8. She graduated from high school, but has had no post-secondary training of any kind. Before she was married she had a full-time job, and during part of her nine year marriage she had a part-time job as a clerk in a department store. But for the last several years, since the birth of her four year old daughter, she has not worked outside the home. In the divorce settlement Susan's husband was required to pay child support, but has not had steady employment himself, and Susan does not expect to receive much financial support from him in the future.

Susan has tried to get a job, but has had llittle luck in finding one. She has been on government welfare assistance for the past three months (Aid to Families with Dependent Children) and has become discouraged about the prospects of being able to support herself and her family. She does not like thinking of herself as the sole *provider of income for her two children, but she is coming to realize that she has little choice.*

She is living in a moderate three bedroom home which she and her husband purchased five years ago, but no mortgage payments have been made for the past 10 months. When their separation first began, Susan's husband quit making payments, partly because he did not have regular income at the time and partly because he thought he would lose the house anyway, in the divorce. Susan does, however, have a seven year old car which they purchased three years ago and which still requires one more year of monthly payments. Because of Susans' financial situation and because the mortgage is so far in arrears, she is planning to sell the home and move to a small apartment as soon as possible.

As she looks at her life and considers her future, Susan has an overwhelming feeling of inadequacy: inadequacy as a person, inadequacy as a provider for her family, and inadequacy as a parent. She knows that her lack of education and work experience will go against her as she tries to seek employment, and she's afraid of tackling school since she hasn't been in any type of formal education since her graduation from high school. And she never felt very capable as a student, even when she was in high school.

As her discouragement is deepening, Susan talks with a single parent friend who mentions a new program that is being offered at the technical college. Because of her friend's encouragement, Susan decides to take the challenge and go to the center for some advice. She is impressed with the people in the center. They seem to understand her situation and almost anticipate her needs. Somehow, she doesn't feel quite so alone after the first visit. After the second visit to the center, Susan decides to enroll in the training program offered at the college for displaced homemakers and single parents. She attends the program for two months, having direct contact with center personnel for a total of about 50 hours. She learns in the sessions to take *responsibility for her future and to feel better about the strengths she, as a person, has to offer both an employer and her family.*

Upon completion of the course, Susan decides to enroll in a formal vocational training program offered at the college. Although she has considered a variety of careers, she finally decides to pursue a program in secretarial training in which she learns to operate a variety of the latest word processing equipment. She is so positive about the effects of the center on her own life, she tells a number of her single parent friends about the programs.

Three months after enrolling in the secretarial training program, Susan finds a job at a local company which develops and markets computer software. She enjoys her new job, but plans to pursue further training at the technical college in computer science so that she will be able to advance more rapidly within her company.

Case Studies

In this section of the results, three case studies will be presented of actual clients who have come to one of the centers for assistance. They represent the broad spectrum of clients statistically described in the intake data section of the report. The first is a young single parent, the next is like the fictitious profile of the most common client, and the last is an example of an older displaced homemaker. The names have been changed to protect the identity of the actual clients.

Case study one. Lori is pretty but too thin. At 23 she is emotionally an old woman. As the illegitimate child of an alcoholic mother who is irresponsible and immature, she long ago learned to take care of both herself and her mother. Caring grandparents helped give her some stability in life, but she learned early that her role in life seems to be to rescue others. Lori's few girlfriends are usually in trouble of some sort and come to her for advice and help.

Lori's first marriage was to a high school boyfriend when she was 17 and, like her mother, a baby was on the way. She had another baby a year later. Soon after that her husband was sent to prison for pushing drugs. She waited for him until he got out of prison, but he left her for another woman. She has been on welfare for a number of years now. She doesn't want to be away from her children, and she doesn't have any skills to get a job that would pay enough to support them. Besides, life is freer when she is not working.

A year ago she met a tall, good looking guy at a beer bust in the canyon. It wasn't long before he moved in with her and the kids. He works construction when he can get a job, and he is good to the kids when he is not drinking. He also takes drugs nearly every day. Lori wishes he wouldn't, so he promises to quit but so far he hasn't. Lori is pretty happy with him except for his mother and sister. They don't like her and they keep making problems. Her boyfriend doesn't stand up to them very well so Lori has to be the one to smooth things out for him.

They were engaged to be married last June. About the first of May he was arrested at her apartment at 6:00 in the morning for pushing drugs. When Lori realized it was the police on a drug bust, she flushed the dope down the toilet so she and her children wouldn't be implicated. Her boyfriend was really angry at her for wasting those expensive drugs.

While he was in jail, Lori decided she wanted to change her life. She decided she would get some computer training in the fall and in two years would be able to get a job to support herself and her children. A week after her boyfriend got out of jail they were married. Her mother is happy for her because she was able to find a husband.

Lori began a Self-Sufficiency class last fall and attended about four sessions before she dropped out. In the spring she had a few weeks of individual therapy through the Displaced Homemaker program in her city but she didn't stay with that either. She says she wants what the Displaced Homemaker program has to offer and she will take it in the future.

Case study two. You'd like Mary the minute you set eyes on her. There is a bubbly quality about her that is irresistible. She is rather short with dark hair, a little overweight but she looks cuddly, not fat. She grew up in a modest, lower middle class home where religion was taught and believed. She went to college for about a year and a half and then attended a special training school and became a dental assistant. After completing her training she went to Arizona with a friend to work.

It was while she was in Arizona that she met her future husband who was on a mission for his church. With the same religious and moral values, her marriage got off to a great start at the age of 20. Things seemed to be going pretty well for several years. They had a daughter and three years later another daughter. Six year later their only son was born. About that time, Sue's husband became involved with several different women. The first few times she forgave him but, when she could see that nothing had changed, she filed for divorce. He has remarried and lives in Florida.

Financially, it has been rough. Her husband has a college degree and holds a top management position that pays him more than $40,000 a year. There is no alimony, but the courts did award her $638 a month child support. Her husband paid her about half the time so she turned him in to the Office of Recovery Services. She doesn't think they do much because he still only pays part of the time. In the past three months she has received one check for $315. She drives a school bus 3 hours a day which gives her $400 to $500 per month. She has been hunting for a full time job but is unable to find one. It is difficult to get by on that amount of money. Her folks help her when they can. Because she couldn't make the mortgage payments, Mary lost her home. She now rents around the corner from her house.

Her children have a struggle emotionally. They went to Florida for a visit the first summer after their dad left, but it turned out to be a disappointment. The children wanted to spend time with their father but his new wife seemed very threatened and resented them being there so they came back early. The boy who was about 6 at the time has been acting out ever since. The older girls have a lot of resentment toward the new wife too. Mary is sensitive and spends a lot of time with her children knowing that there is a lot of confusion and pain for them surrounding the divorce.

Mary completed the Displaced Homemaker program in her city over a year ago and says that she continues to benefit from it. She has more skills for helping herself and her children and it shows in their lives. She is amazingly positive and is sure she will be able to get a job in the future.

Case study three. Alice is an attractive middle aged woman of 50. She married for the first time when she was 27. She and her husband had a boy and a girl, and when she couldn't have more children, they adopted a 3 year old boy who had been badly abused. Her husband was a welder who was laid off due to an illness. He had a nervous breakdown, and the stress of that eroded their marriage and they were divorced.

Alice's daughter was born with PKU, a metabolic disease. Today, babies with this disease are identified quickly and proper diet prevents damage. Twenty-one years ago they did not have the modern identification methods and Alice's daughter was nine months old before they caught the illness. By that time her brain had been damaged, and she was mentally retarded. She has been able to graduate from high school in a special education class. She lives in a group home and is learning to function by herself. With some supervision she will be able to live in an apartment with other young women.

The youngest son is behavior disordered and learning disabled as a result of the physical abuse he suffered before he was adopted. He has had a lot of trouble with school and the police but seems to be doing better now.

Eight years ago Alice remarried a man who had Multiple Sclerosis, but he got around pretty well. In the years since then, his health has deteriorated badly. He broke his hip several years ago which seemed to worsen his illness. He began to have trouble remembering and, in the last year, he has been diagnosed as having Alzheimer's Disease. He must live in a nursing home now.

Alice broke her ankle recently. She said it was a good time for her to slow down and take stock of her life. She has decided she can't do everything for everybody and has to take care of herself, too. Financially, her husband gets a pension as a disabled veteran, and they also have Social Security so they can get by fairly well.

Alice has completed the Displaced Homemaker program. It has given her the courage to start college this fall. She plans to take classes in the human services field so she can be employed and help others.

Program Descriptions

Each of the centers is comprised of several main components or services (Detailed descriptions of each project, the services each offers, and observers field notes are contained in Appendix I). :

1) Outreach activities designed to attract clients into the center who are in most need of the services.

2) Pre-employment training which assists clients in preparing for further vocational training or entry into the work force.

3) Vocational training which will preprare clients with specific skills needed for employment. Since most of the centers are attached directly to a technical college or area vocational center, this training is usually provided with the institution itself.

4) Support services, such as child care and transportation.

Assertiveness training. The common thread to all centers is an emphasis on building client confidence (assertiveness training). Each project delivers this training somewhat differently, but all feel that it is central to the success of their projects. Because clients almost universally feel victimized by their circumstance, they are seldom ready to immediately enter full-time employment upon entrance to one of the centers.

As seen in the materials in the appendix, Provo has two methods for delivering this pre-employment training: 1) their Successful Life Management course, and 2) their Self-sufficiency course. The Successful Life Managment course is conducted over a ten week period with a total of approximately 60 hours of contact time in training sessions. Logan, on the other hand, has about 40 hours of contact time with the clients 8 hours per day for one week. (It should be noted that Logan spread their training over a two week period at the beginning of the funding year).

Some of the centers have a module entitled "assertiveness" (or something similar) while others, like Salt Lake, build the assertiveness into the other modules they teach on career preparation, financial planning, etc. Regardless of how the centers structure their pre-employment training, the assertiveness component is seen as one of the most crucial. They believe that it is in this type of training that clients begin to take responsibility for their own behavior and gain the confidence they need to set goals and achieve them.

Client referrals. One critical difference among centers is the degree to which they refer clients to other service providers or agencies. In shear numbers, Provo probably refers more clients out to other agencies than any other center, but Provo is less likely to refer clients to other service providers within their institution than, for example, Ogden. The project director at Ogden does much more brokering of service to other providers than the other centers such as Logan.

One of the interesting findings of the field notes and interviews with project directors is the community acceptance of the centers and the relationship of this acceptance with centers' tendency to refer clients to other agencies or providers. In some instances, the rural projects (especially Price and Ephraim) rely heavily on other community agencies to conduct their projects, while some of the urban centers where the community services are the richest, the centers rely less on them (such as Salt Lake).

Job analysis survey. Because of the many tasks that are required to manage a center, directors of these programs are key people. The purpose of the job analysis survey was to have directors rate how important various tasks are her program and to indicate how much time is spent on each task. To determine the importance of the task, they were asked to rate the task on a five point scale ranging from not important to extremely important. The directors were not asked to approximate actual hours spent on each of the tasks since this would have been impossible considering the number of months the programs had been in operation. They were asked to approximate their time in general terms (e.g., very little time, an extreme amount of time, etc.). For tasks that were not listed on the survey, the directors were asked to add these tasks, rate their importance and approximate the time spent on them. In addition, the directors were asked to provide comments about the most and least rewarding aspects of their jobs and any other feelings they had about their role as director in their project.

Nine directors and their assistants completed the survey. The following summary of findings is a result of an analysis of the data using descriptive statistics. In addition to the findings, a qualitative section is included in this report to illustrate the comments made by the directors about their jobs. A copy of the survey is included in Appendix F of this report.

The findings of the survey were as follows:

1. Directors rated the collecting and managing of intake data from clients and teaching classes in the program as being most important. Seventy-eight percent of the directors rated both these tasks as being extremely important in their jobs.

2. Recruiting clients, interviewing clients, and managing finances were rated as being the next most important tasks which directors performed.

3. Directors rated initiating special conferences as the least important task in their jobs. Only 33 percent of the directors rated this task as being extremely important.

4. Serving on other community advisory boards was rated as being the second least important task which the directors performed.

5. Directors stated that they spend most of their time interviewing clients. Forty-four percent reported they spent an extreme amount of time interviewing clients, and 89 percent stated they spent quite a lot of time to an extreme amount of time interviewing clients.

6. Directors reported spending the second largest amount of time in recruiting and counseling clients. Eighty-nine percent of the directors stated they spent quite a lot to an extreme amount of time in recruiting clients while 78 percent said they spent quite a lot to an extreme amount of time counseling clients.

7. Directors reported they spend the least amount of time on community advisory boards and staffing their organizations. Eleven percent of the directors reported they spent no time on community advisory boards, eleven percent spent very little

time, 44 percent spent some time, and 33 percent spent quite a lot of time. Eleven percent reported they spent no time at all staffing their organization, 11 percent spent very little time, 44 percent spent some time, 11 percent spent quite a lot of time, and only 11 percent spent an extreme amount of time.

8. The following are the ratings in descending order of task importance and time spent on the task by directors.

Importance of task	Mean
Collecting and managing intake data	4.78
Teaching	4.78
Recruiting clients	4.67
Interviewing clients	4.67
Managing finances	4.67
Counseling clients	4.56
Meeting with decision makers	4.56
Meeting with state personnel	4.44
Developing instructional materials	4.33
Meeting with regular staff	4.33
Staffing the organization	4.25

Time on Task	Mean
Interviewing clients	4.33
Recruiting clients	4.22
Counseling clients	4.22
Developing instructional materials	4.00
Meeting with community staff	4.00
Teaching	3.89
Meeting with regular staff	3.89
Meeting with decision makers	3.78
Collecting and managing data	3.67
Travel	3.67
Placing clients and follow-up	3.33

Placing clients and follow-up	4.22	Managing finances	3.22
Meeting with community staff	4.22	Special Conferences	3.22
Meeting with advisory group	4.00	Meeting with state personnel	3.22
Travel	3.78	Meeting with advisory group	3.22
Community advisory board	3.67	Community advisory board	3.00
Special Conferences	3.56	Staffing the organization	3.00

9. Only three of the directors added any additional tasks to the original list. All but one item received a 4 or 5 on both the importance and time spent scales. The tasks were as follows: Time coordinating with other agencies involved with the clients; Time preparing the actual lessons (not the materials); Setting up an extension of the program in another county; Crisis counseling; Finding resources for group members; Inservicing people on campus who ask for our help; Developing other funding sources or fund raising. The item with the lowest rating was home visits to clients without phones

The following sample of comments were made by project directors who completed the survey. The comments are divided into three categories: most rewarding aspects of the job; least rewarding aspects of the job; and other comments about the role as director.

The following are comments about the most rewarding aspects of the job:

"Seeing the change in the clients' lives."

"Watching the women grow--seeing an increase in their self-esteem; helping them realize their options; seeing them realize a goal of employment or a return to school; seeing the women network and help each other."

"Getting people unstuck--getting other agenies off them. Helping women network and build group support."

"Watching it [the program] grow, seeing the success of our clients, seeing the professional growth of the staff."

"Seeing community involvement and bringing about awareness to desplaced homemakers in our area. Watching the single parents/displaced homemakers become self-sufficient."

"Witnessing the progress of our women. Exploring better and new ways to help fill our women's needs."

"Working directly with the clients, getting them into pre-voc training and training programs, watching them grow and develop."

"Providing positive reenforcement, making them aware of resources and choices, seeing them take positive steps for their own growth and progress."

"Seeing a person's life actually change and a new person evolve."

The following comments are about the least rewarding aspects of the job:

"The paper work is sometime overwhelming. This is a real frustrating..."

"Working through the red tape of our own institutions and others."

"Having to wait on other people . . . to get things rolling."

"Being consumed by the job."

"Worrying about money, trying to develop as a program in [another county] with limited money and staff. Satisfying all entities! Trying to write funding [proposals] and do a good job in the space allowed."

"Busywork..."

"Outside politics both on and off campus. Having others try to use the program for their own ends and not the good of the client."

". . . paper work and travel."

The following are additional comments made by project directors:

"The biggest challenge is to keep the project on track and to keep the needs of the women up front. In the future, the absorption of the project by an institution or public organization concerns me. I'm afraid that we'll lose it."

"It is of vital importance that I have an awareness of services, as well as individual contacts, within the community for cooperative referrals and to eliminate, if possible, the traditional 'run around.' My activity within the community has provided me with a vast network of women who I can call on to provide input information and resources for myself as well as the women I work with. The service provided by the [project] is integral to the development of self-dependent individuals."

"I am only a VISTA, but I really enjoy this type of work. I forsee myself taking more educational training in this area to further my skills."

Intake Data

Number of clients included in the analysis. A total of 984 clients completed *Intake Forms* at one of the six project sites. Figure 1 shows the percent of clients whose *Intake Forms* were included in the analysis. As can be seen from the chart, sample size varied among locations with approximately one-third of the clients' forms coming from UTC/Provo. Comparing the three urban sites with the three rural sites, it can be seen that the projects located in the urban areas each served more clients than those in the rural areas. Specifically, 70% of the clients were served in urban projects with the remaining 30% being served in rural projects.

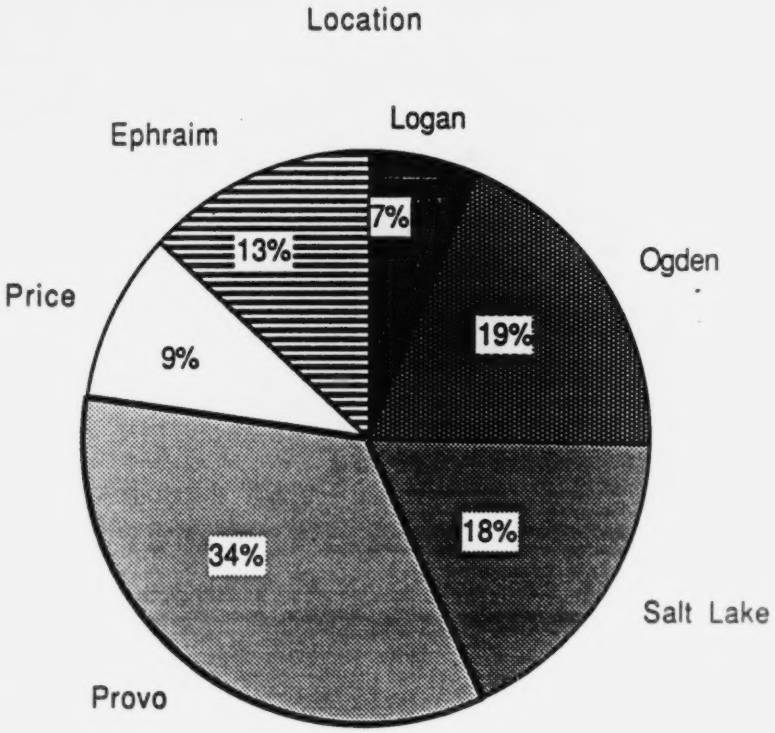


Figure 1. Percent of client intake forms from each location included in the analysis.

Gender, race, and age of clients. Virtually all (98.7%) of clients served in the model projects were women. Thus, of the total number of 984 clients included in the analysis, only 13 were men. These men were usually facing problems similar to those faced by the women served, but often not to quite the same degree. For example, some men came for the training in single parenting because they had been recently separated or widowed, but some of these men had clearly stronger preparation in education, employment, and budgeting than did the women in general.

As shown in Figure 2, a total of 89% of the clients were Caucasian, with most of the remaining portion being either Hispanic (5%) or Native American (5%). The number of minority clients varied greatly from one location to another. These data comparing different sites with each other will be reported later in the document.

The programs served clients ranging in age from 15 to 62 years of age with the average age being 32. As can be seen in Figure 3 the distribution of clients according to age was somewhat normal with approximately 70% of all clients being aged 25 to 44. As shown in the figure, very few clients were served by the centers who were older than 55. Clients in their teen were usually single mothers, while older clients, especially those over 45 would be categorized as displaced homemakers.

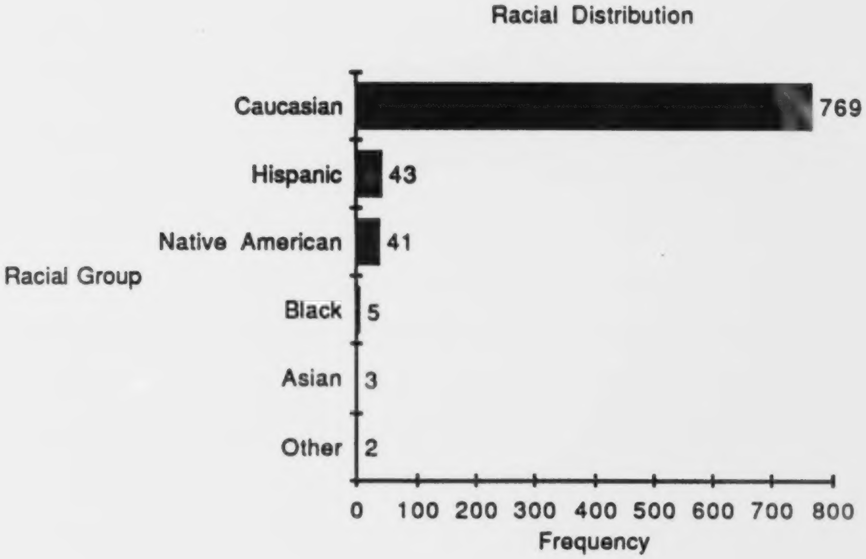


Figure 2. The number of clients of different races.

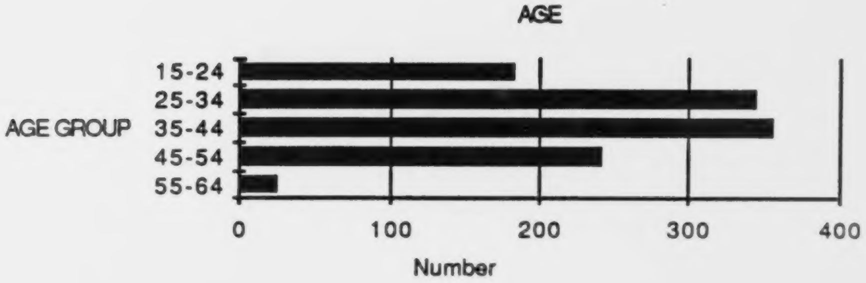


Figure 3. Number of clients in each age group.

Although most of the clients served in the centers were Caucasian, the proportion of clients who were minorities varied substantially from one model project to another. Figure 4 shows, for example, that the Ogden center had four times the percentage of minority clients on the average as did Provo and nearly twice the percentage of any other center.

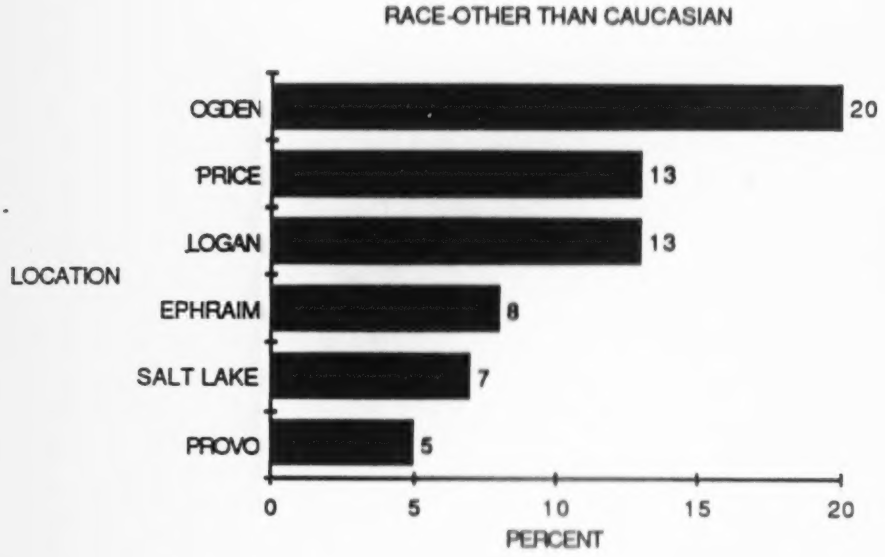


Figure 4. Percent of minority clients served at each center.

The age of clients also varied somewhat from one center to another. Figure 5 shows that UTC/Salt Lake had the oldest clientele on the average and that Ephraim had the youngest. However, the mean age of clients did not vary greatly from one center to another. As can be seen in the figure, the average age varied only 4 years from Salt Lake to Ephraim.

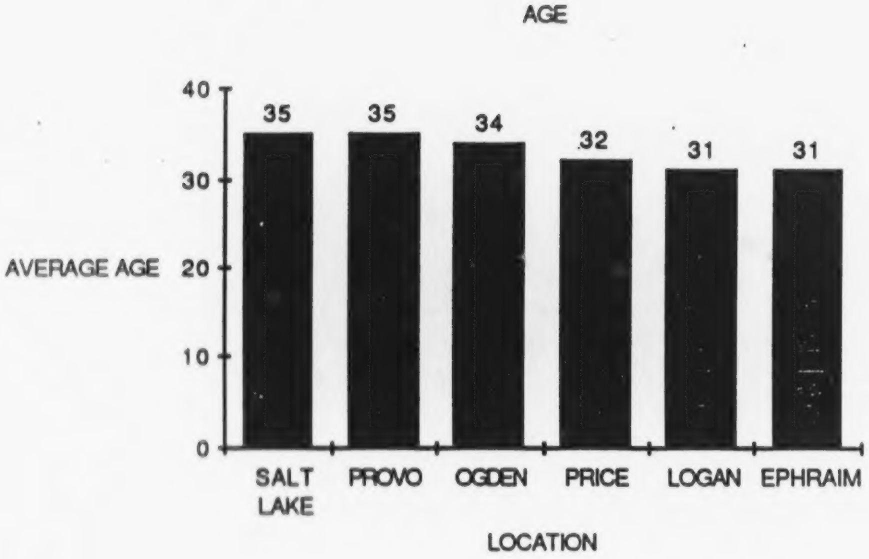


Figure 5. Average age of clients served at each center.

Marital status. Figure 6 shows the marital status of clients. As can be seen in the chart, fully 65% were either divorced or separated from their spouse. An additional 13% were single (never married) and 4% widowed. It should be noted that the category "single" did *not* have the words "never married" following it on the *Intake Form,* and there is some possibility that a few clients may have misinterpreted this category as meaning divorced, separated or widowed. However, for purposes of this evaluation it will be assumed that the category means that the client has never married. From the intake forms it was evident that at least some of the clients in this category were young single mothers who had never married. The final category in the chart shows that the remaining 18% were married. Many of these clients were women who had husbands who were disabled, had recently become unemployed, or were earning below the poverty line.

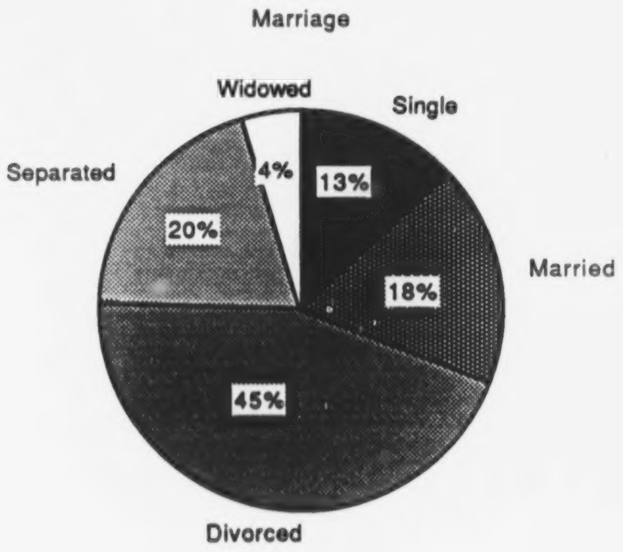


Figure 6. Marital status of clients.

There were some interesting differences in clients' marital status from one center to another. For example, Figure 7 shows that the rural centers (Price, Logan, and Ephraim) had a higher proportion of single clients than the urban centers (Ogden, Provo, and Salt Lake).

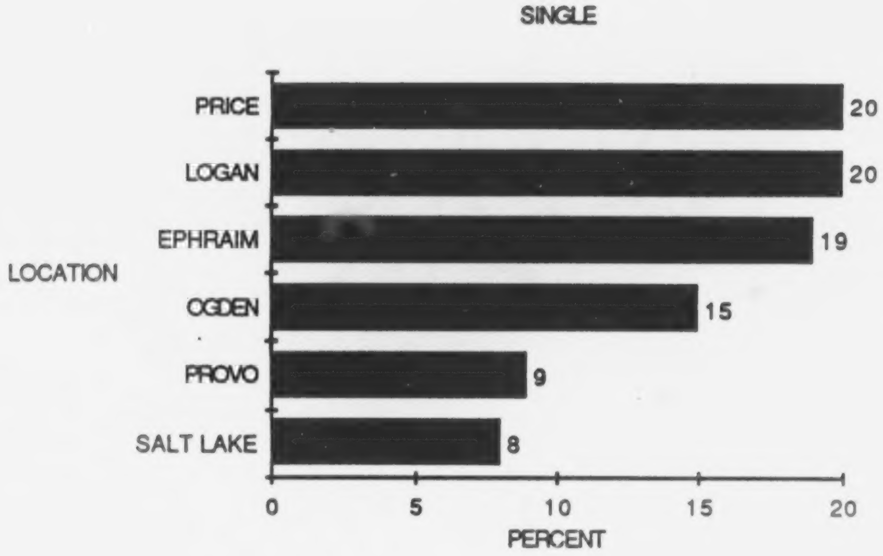


Figure 7. Percent of single clients served at each center.

Figure 8 shows that Provo and Price had a substantially larger percentage of married clients served, with Provo serving fully one third married clients, while Ogden and Logan served only 3% married clients.

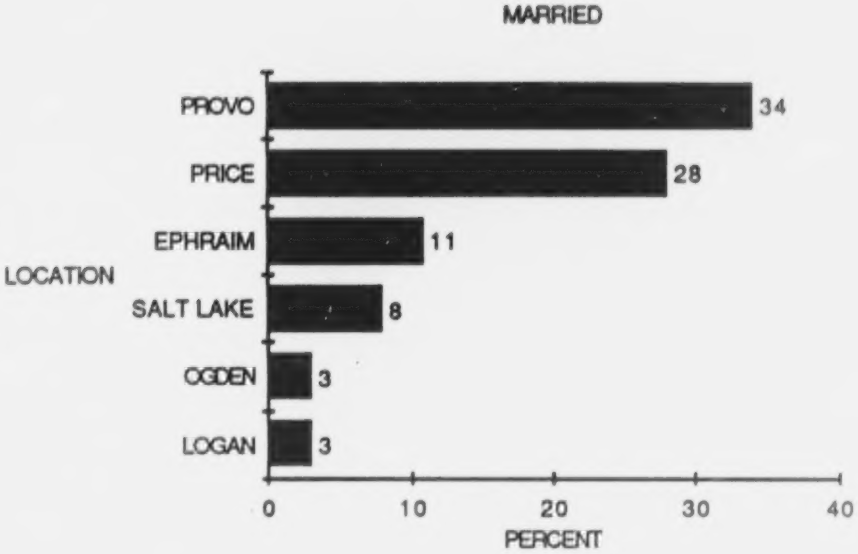


Figure 8. Percent of married clients served at each center.

The number of divorced clients did not vary as widely from one center to another as did the other categories of marital status. Figure 9 shows, for example, that about half of the clients at most centers were divorced with Price and Provo serving a somewhat lower percentage of divorced clients.

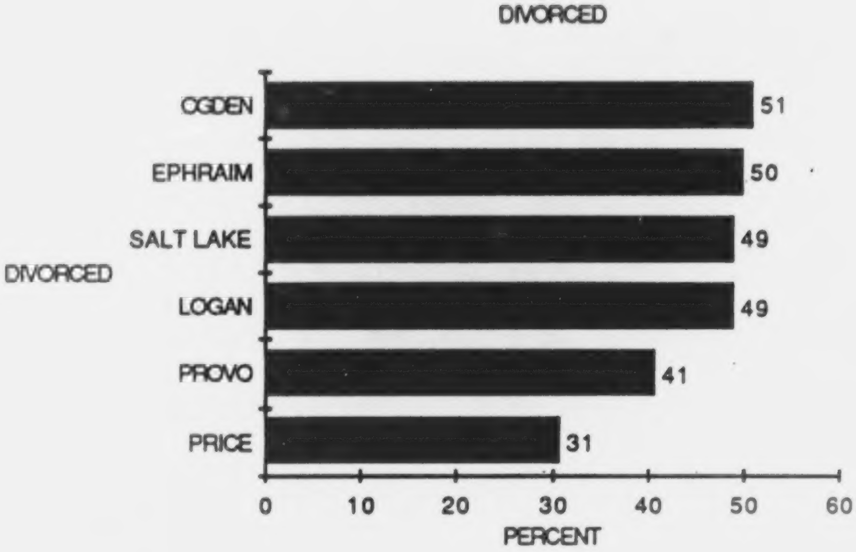


Figure 9. Percent of divorced clients served at each center.

The percent of widowed clients varied widely from one center to another. Figure 10 shows that Logan served four times the percentage of widows as did Price or Ephraim, for example.

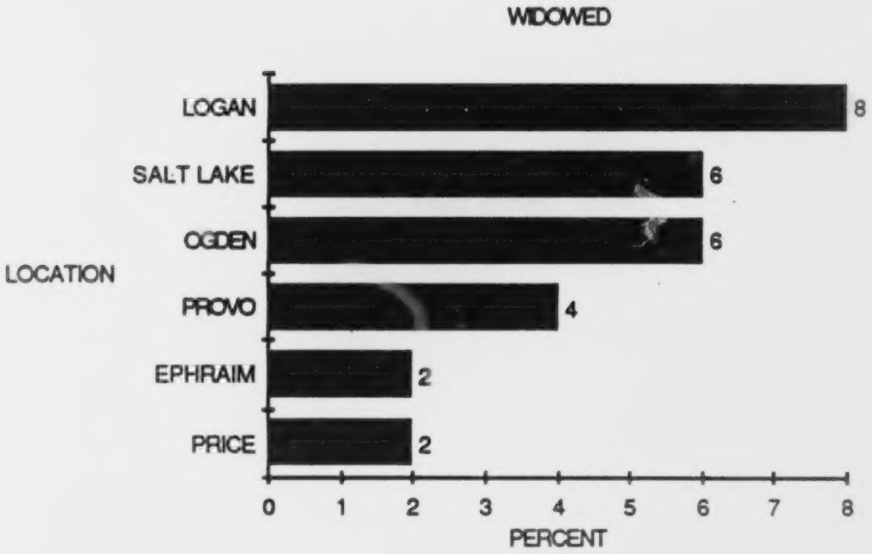


Figure 10. Percent of widowed clients served at each center.

Figure 11 shows that Salt Lake served the largest percentage of separated clients, nearly a third of their clientele selecting this category (30%), while only 12% of the Provo clients said they were separated at the time of intake into the program.

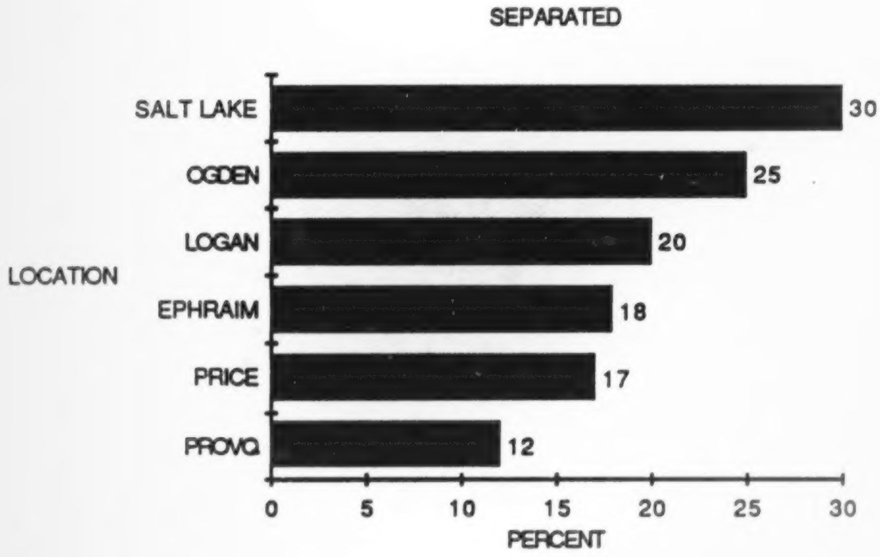


Figure 11. Percent of separated clients served at each center.

Clients' children. The number of dependent children reported by clients ranged from zero to eleven with the average client reporting two children (see Figure 12). In Figure 13 the age of clients' children is shown. While some children were quite old (as high as 40 years old), the median age of the oldest dependent child was eight years of age while the median age of the youngest child was four years old. Thus the most common client was about 32 years old with 2 children, ages 4 and 8.

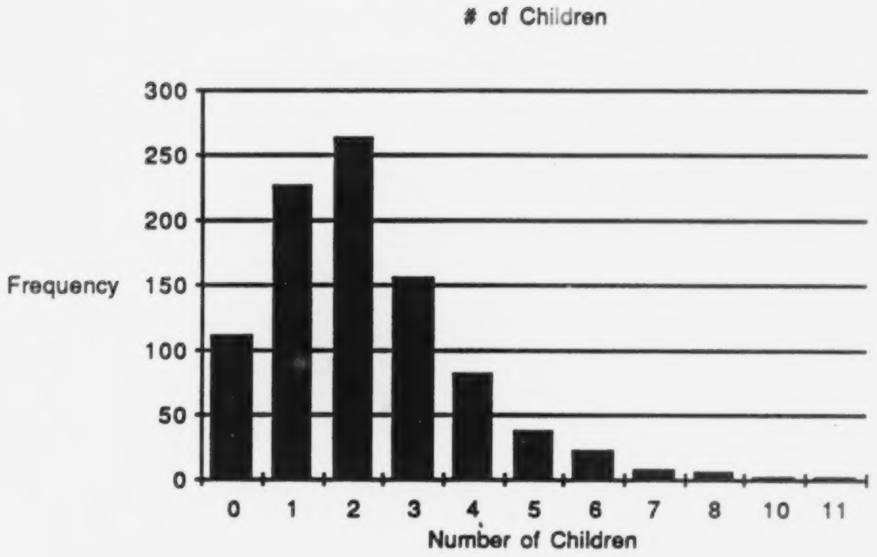


Figure 12. Number of clients' dependent children

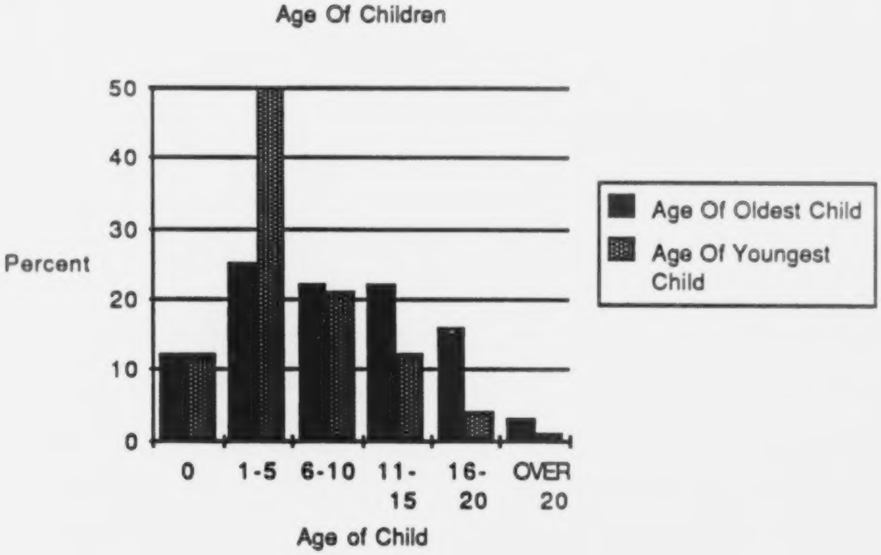


Figure 13. Age of clients' children.

The age and number of children reported by clients varied according to the center at which they received service. For example, Figures 14 and 15 show that Provo clients had, on the average, larger and older families than the clients at the other centers. Figure 15 shows that Provo clients' oldest child was, on the average, more than three years older than the clients' oldest child in Logan.

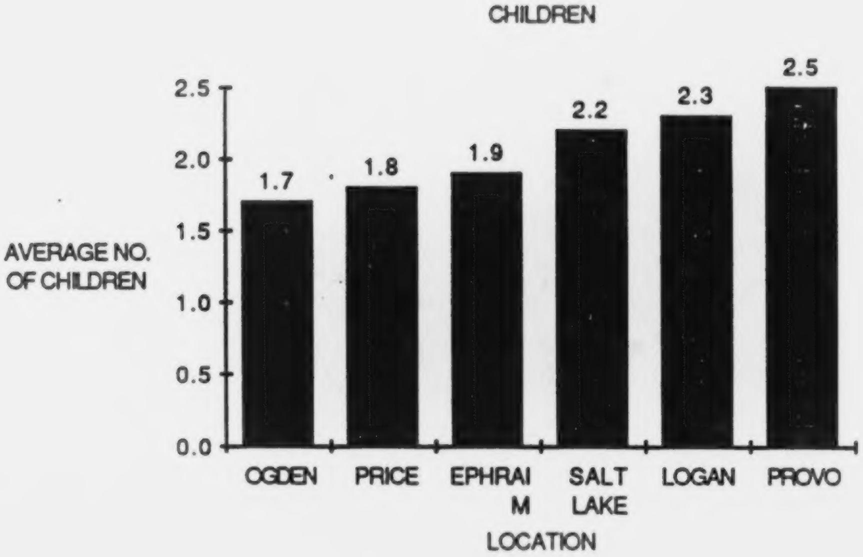


Figure 14. Average ages of children at each center.

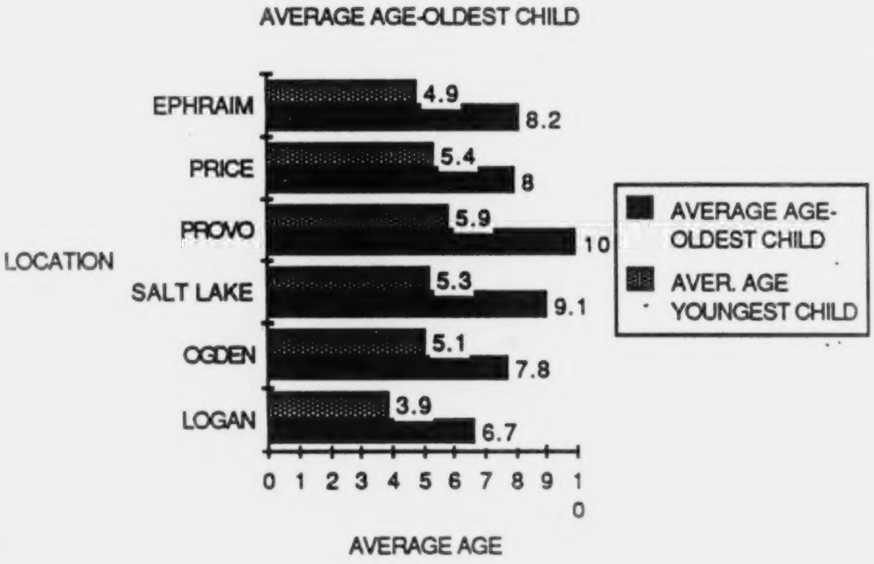


Figure 15. Average age of oldest and youngest child at each center.

Spouse's disability. The percent of married clients reporting that their spouse had a disability is shown in Figure 16. This data is especially critical when examining the income levels of clients and their marital status. It was clear from the data that many of the married clients were displaced homemakers because their husband was no longer able to provide family income because of a disability.

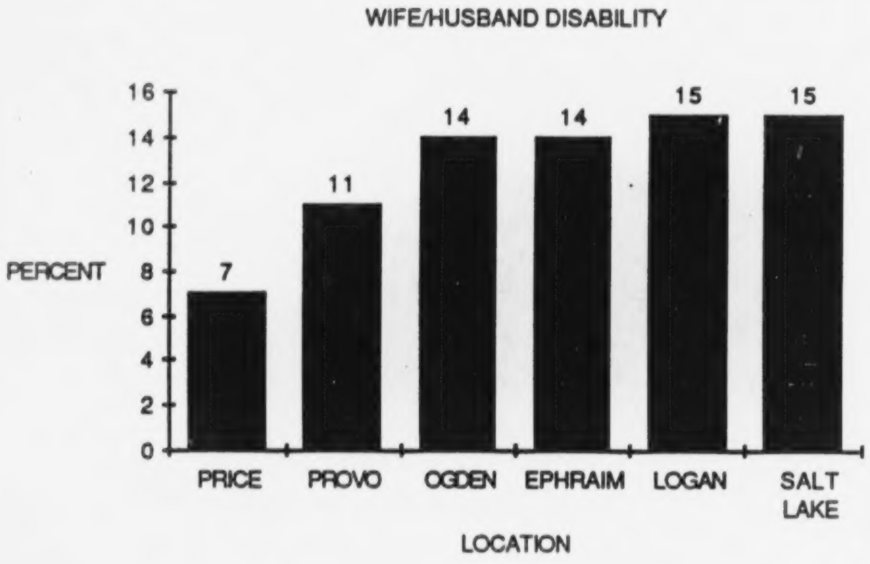


Figure 16. Percent of clients reporting a spouse's disability at each center.

Clients' education. Variety in educational levels was extreme, ranging from

Clients' education. Variety in educational levels was extreme, ranging from clients with less than an eighth grade education to those who had completed graduate work at a university. As shown in Figure 17, approximately half of the clients (54%) completed high school or completed requirements for the G.E.D. It is important to note that fully one out of five clients dropped out of school before graduating from high school, with 8% stopping at the ninth grade or below. Approximately 10% of the clients had received vocational training of some kind prior to entering the program, most of that training occurring in either the secretarial field, the nursing field, or in a trade.

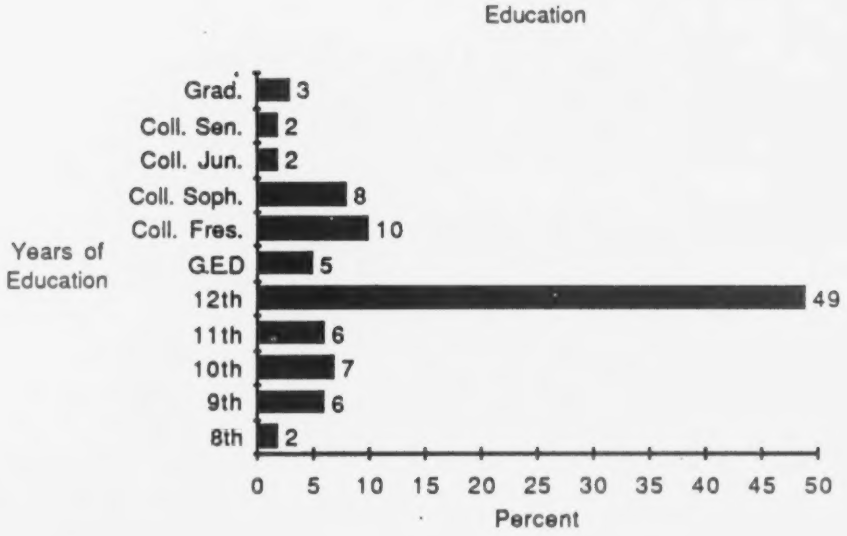


Figure 17. Clients' level of education ("college" refers to any type of post-secondary education).

When the educational level of clients is examined at each center, it can be seen that Provo had the most educated clientele with Ephraim reporting the least amount on the average. For example, Figure 18 shows that Provo clients reported on the average one year of post-secondary training, while the average client in Ephraim had not yet graduated from high school. It should be noted, however, that this difference in educational level as not as disparate as some other client characteristics and that all centers were primarily serving clients who needed further education in order to enter the employment market successfully.

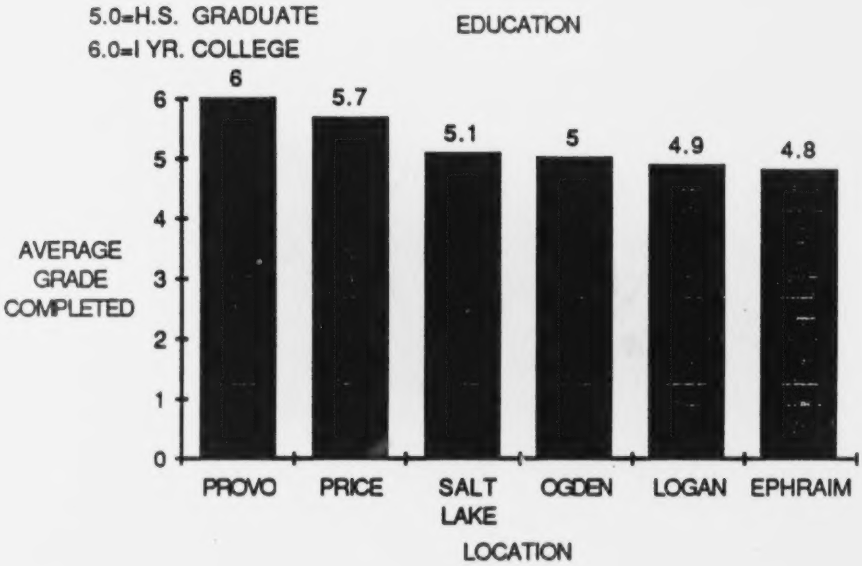


Figure 18. Average Education level at each center.

Clients' employment and wages. Most of the potential clients had previously held three or more jobs (46%) while only 2% of the applicants had never been employed in a job for pay (see Figure 19). Even though most of the clients had worked at one or more jobs previously in their lives, the majority of the applicants (72%) were unemployed at the time they enrolled in one of the programs (see Figure 20).

Approximately one third of the 219 people that were working at the time they applied to the program held temporary positions while 53% were only working part time. For those who were working the average wage was $639 per month. This results in an annualized salary of less than $7,300, well below poverty level in the United States. If the unemployed clients are included in the calculations, the average salary for each person is $178 per month or about $2,150 per year. Thus, clients receiving services from the model projects are nearly all significantly below the poverty line.

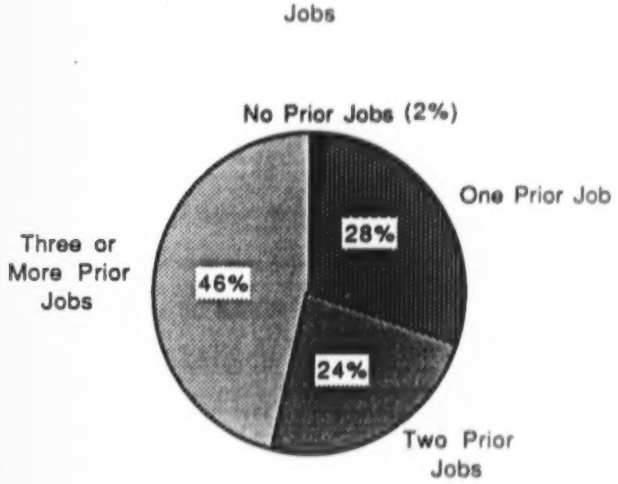


Figure 19. Number of jobs previously held by clients.

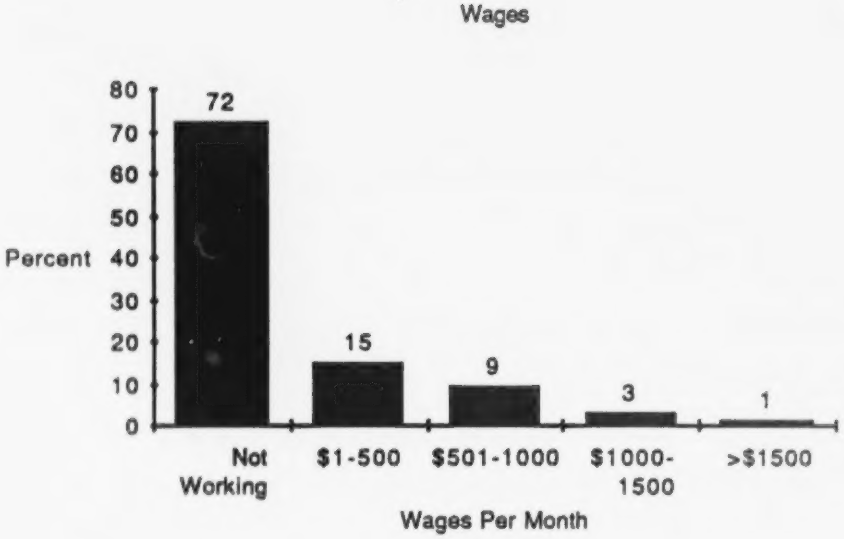


Figure 20. Clients wages at the time of intake assessment.

The number of jobs held prior to intake also varied from one center to another. Figure 21 shows that Salt Lake clients, on the average, had held slightly more jobs prior to intake assessment than the clients at Ogden. However, since the number of jobs hovers around 2 at each of the centers, only limited conclusions should be drawn from the differences between one center and another.

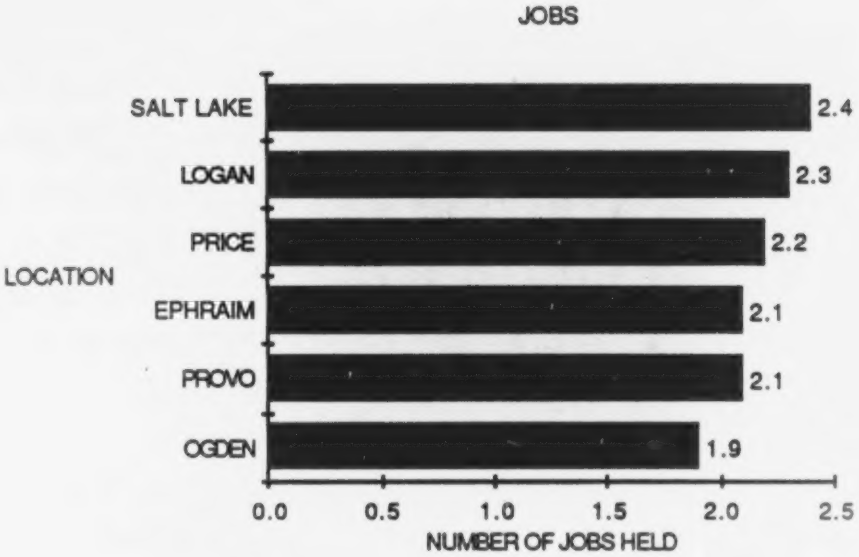


Figure 21. Average number of jobs held prior to intake at each center.

Other Income. For those clients who were receiving income other than from employment, the most common source was government welfare assistance (Aid to Families with Dependent Children; and food stamps). Figure 22 shows the percent of clients receiving income from sources other than personal employment. From the chart it can be seen than many clients failed to enter anything on the *Intake Form*. It is assumed that their failure to respond indicated that the clients were not receiving any income at all from other sources, but for purposes of this evaluation these non-responses will be considered as missing data. It is interesting that only 17% of the clients reported receiving any child support or alimony, while 45% of the clients are divorced and most have young children.

A total of 73% percent of the entrants into the program were the sole providers of income for their families. As indicated previously, 18% of the clients were married. Of those married clients, 74% of their spouses were working. The average income of those spouses was approximately $1500 per month. Fifteen percent of the spouses were working part-time and 15% had jobs they considered temporary.

Almost half (47%) of the applicants were on some form of public assistance (see Figure 22). Many more had applied for assistance but were awaitng an answer to their application at the time they applied to the program. Of those on assistance the average length of time they had been on assistance was twenty months. Half of the applicants had medical cards allowing them to receive health care.

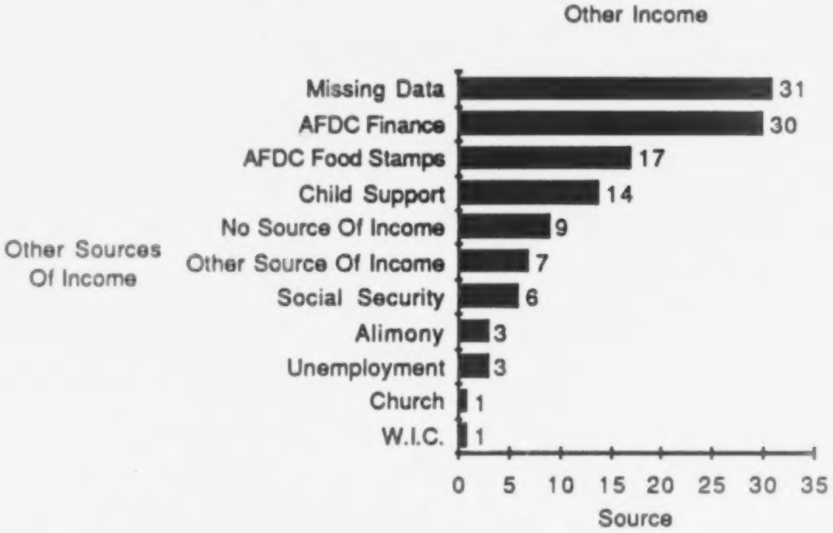


Figure 22. Clients' sources of other income.

A much wider discrepancy among the different centers appeared on the item asking clients whether they were employed at the time of intake assessment. Figure 23 shows, for example, that Provo and Salt Lake clients were much more likely to be employed at time of intake than the clients at Logan. Figure 24 shows further that the centers with the highest employment rates also had reported the highest average income for clients. For example, Salt Lake clients average monthly income was nearly twice that of Logan clients. It should be kept in mind, however, that the average wage even in Salt Lake was still below the national poverty line. Mirroring this data were the results of the item asking clients if they were presently receiving assistance in the form of Aid to Families with Dependent children. Figure 25 shows that Logan clients were again the most economically disadvantaged, with more about three times the percentage of clients receiving AFDC assistance than clients in either Salt Lake or Provo. Logan and Ogden clients were also the most likely to say that they were the sole provider of income in their family (see Figure 26).

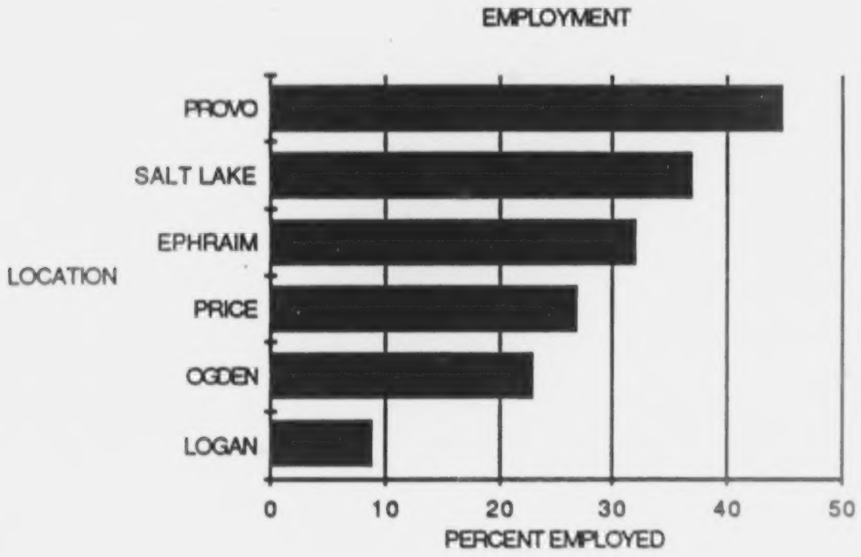


Figure 23. Percent of clients employed at time of intake at each location.

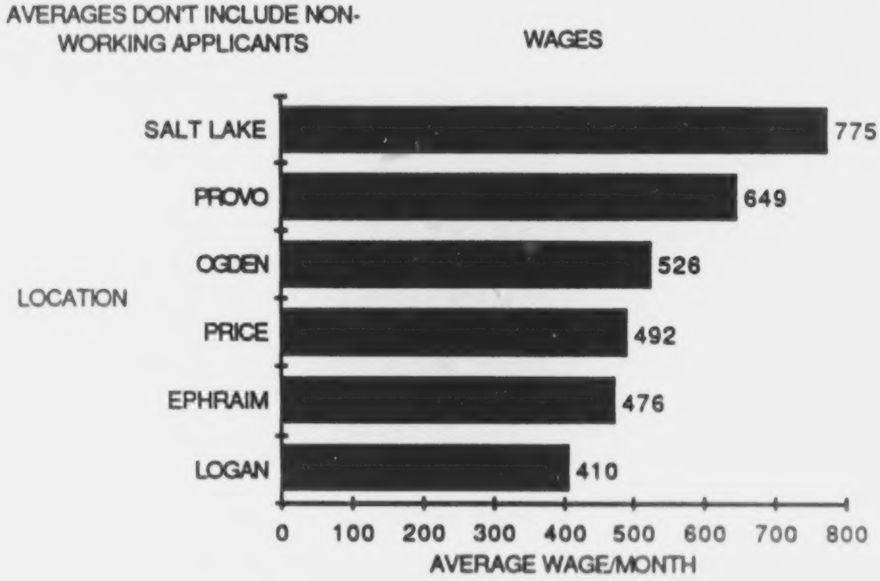


Figure 24. The average wages for employed clients at each center.

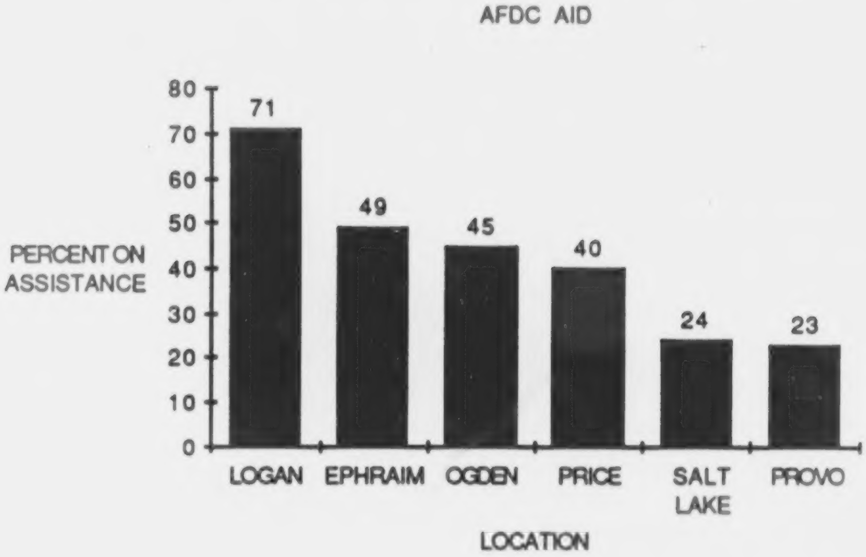


Figure 25. Percent of clients receiving Aid to Families with Dependent children at each center.

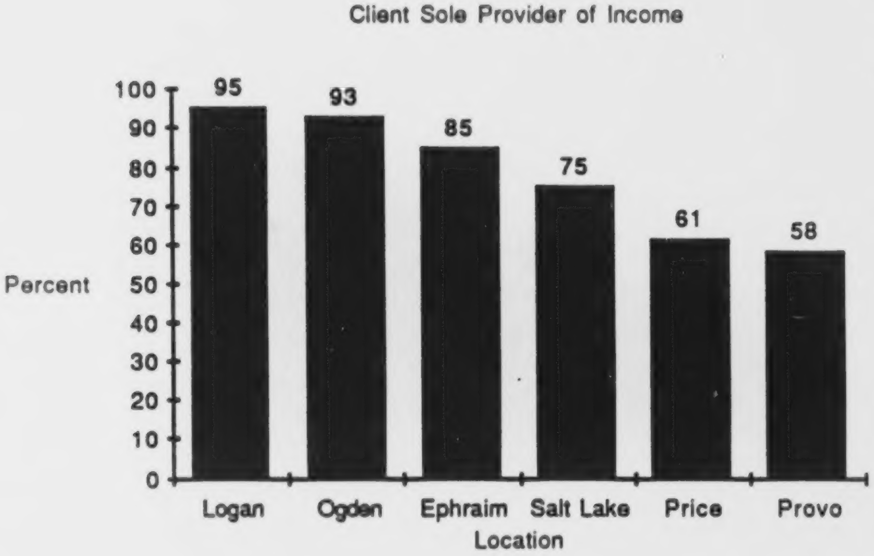


Figure 26. Percent of clients reporting that they were the sole provider of income in their family.

Transportation. Because the Carl Perkins Act specifically mentions the need to provide transportation, clients were asked on the *Intake Form* to describe how they would get to and from the model project for training. Transportation to and from the various centers was predominately (78%) by the client's own car. The other form of transportation used most often by clients was a local bus (7%).

Figure 27 shows the percent of clients at each center who say that they provide their own means of transportation to and from the training institution. From the figure it can be seen that Provo clients are the most likely to say that they have their own transportation, while those in Ogden are the least likely to report this.

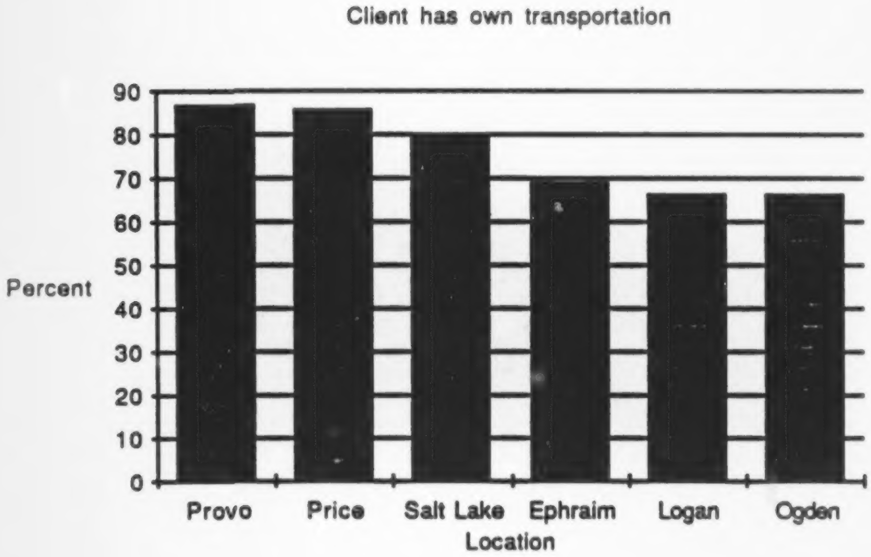


Figure 27. Percent of clients reporting that they use their own transportation to and from each center.

Child care. Approximately half (51%) of the clients either had children old enough that they did not need help with childcare (the children were in school or old enough to care for themselves) or had no children. Of the remaining group, only 9% said that they needed help with childcare.

Clients' goals. Incoming applicants were asked to list their life goals. This was a free response item and therefore required interpretation on the part of the coding assistant in order to categorize clients' responses. The coding scheme adopted had four main categories: "educational, occupational, financial, and personal." As shown in Figure 28, most clients goals centered around educational or occupational improvements. These goals usually included a client's desire to develop skills which would eventually lead to needed employment. Some mentioned specific topics or majors, but many simply stated that they wanted more vocational training so that they could feel more confident in seeking employment outside the home.

Many mentioned specific financial goals which often related to making progress educationally or occupationally. These clients often mentioned target incomes they would like to achieve as a result of the services they were receiving at the centers. In addition, more than a fourth of the clients mentioned personal goals. These goals included a variety of topics and areas, such as greater emotional stability, increased confidence, and better interpersonal and parenting skills.

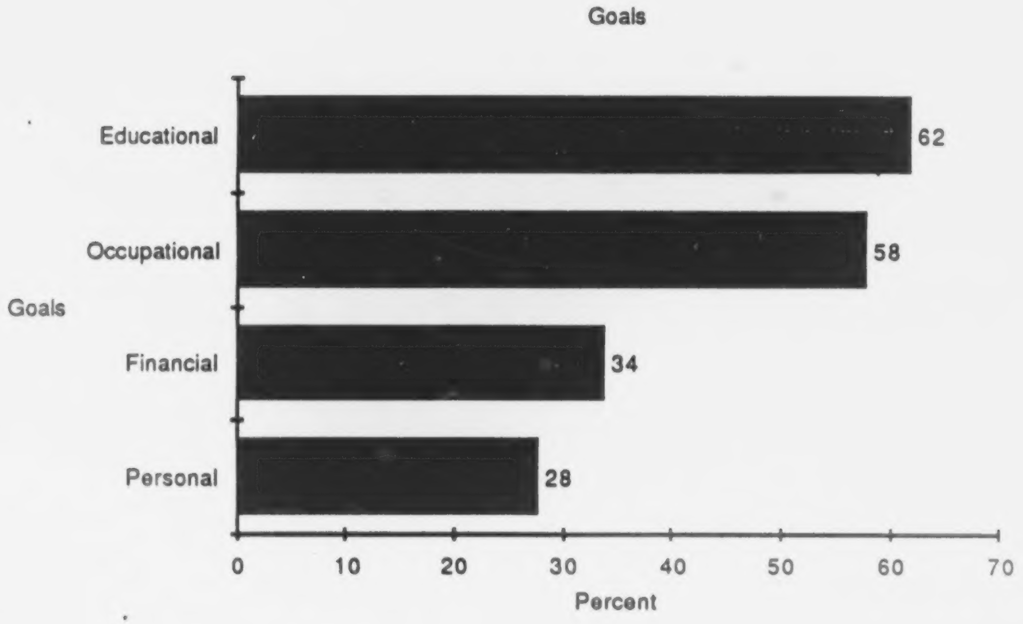


Figure 28. Clients' goals.

Referral source. One matter of interest to the centers was the various sources that referred clients to the program. As Figure 29 indicates, personal referrals from people who knew about the program seemed to be the best source of advertising. Whether some of these "word of mouth" referrals came from other organizations is difficult to determine, since many clients could not remember exactly how they heard about the program or from whom.

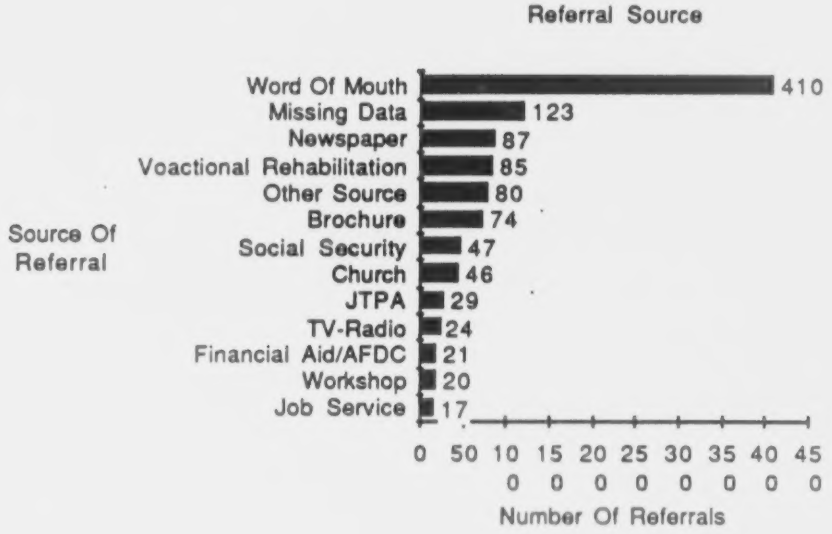


Figure 29. Clients' source of referral to the centers.

Follow-up Interviews

The purpose of the follow-up interviews was to determine what services the clients had actually received from the centers, what effects those services had had on the clients' employment and educational placement, and what suggestions clients had for improving the services offered by the centers.

Figure 30 shows the make-up of the follow-up sample of clients. A total of 225 clients participated in the follow-up interviews, constituting 23% of the total clients included in the intake assessment data. From Figure 30 it can be seen that all six centers were represented in the follow-up sample. An attempt was made to construct the follow-up sample as closely as possible to the original make-up of the intake assessment sample. In other words, if Figure 30 is compared with Figure 1, it can be seen that Provo constituted the largest portion of intake forms, as well as follow-up interviews and that Logan in both cases constituted the smallest portion. Thus, the follow-up sample should be representative of the intake sample of clients.

However, it should be remembered that the follow-up data was not a purely random sample of intake clients because of the requirements of the six month interim period between the time the client received service and the time the interview was conducted. In other words, all clients receiving service did not have an equal chance of being selected for follow-up, because many clients received service too late in the year. Further, some clients who were randomly selected for follow-up did not have telephones, and could not, therefore, be included in the sample. These cautions do not negate the validity of follow-up data reported in this section, but should be kept in mind when interpreting the results.

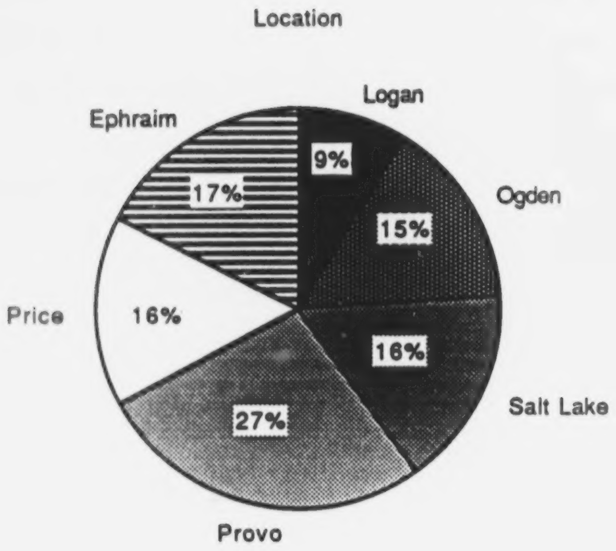


Figure 30. Percent of total number of completed follow-up interviews from each center.

From Figure 31 it can be seen that the majority (63%) of follow-up interviews were conducted during the months of July and August, 1986. The time of the interview coincided with the six month interval (or approximately six months) since the time the client had completed services at the center. Thus, many of the Ogden clients were interviewed as late in the year as possible because they did not begin receiving service until March. Figure 32 shows the percent of intake forms completed by month from the follow-up sample of clients. The important aspect of this chart is that very few clients in the follow-up sample enrolled at the centers prior to November of 1985 and after April of 1986. This shows that the sample of follow-up clients was necessarily restricted this year to a subsample of all clients served in the state.

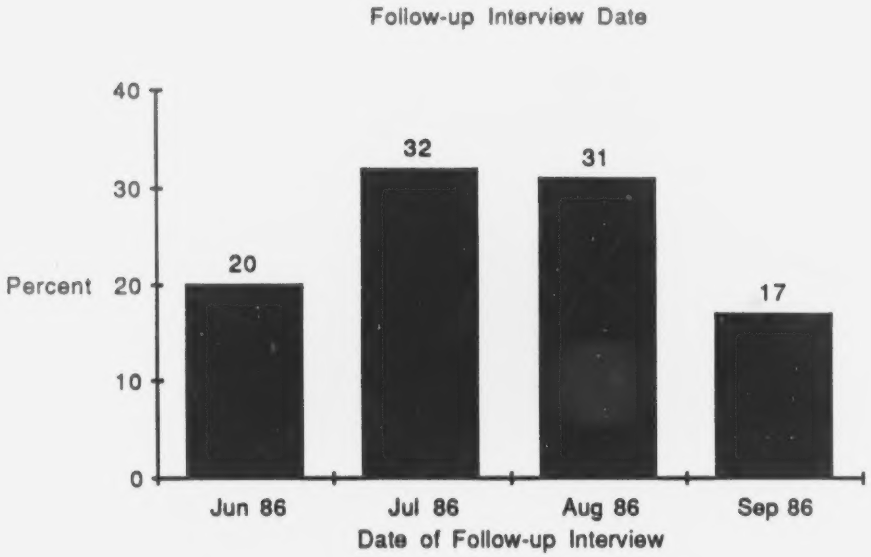


Figure 31. Percent of follow-up interviews completed by month.

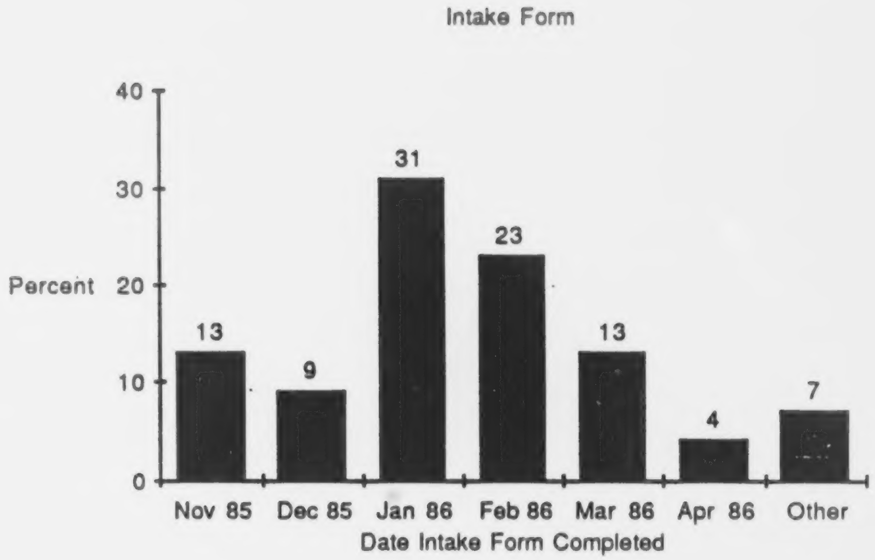


Figure 32. Percent of intake forms completed by month for follow-up clients.

For purposes of the follow-up interview, discrete categories were created in order to label clients' responses regarding the type of services they received. Figure 33 shows that the most common category of service was termed, "successful life management." Although each center had their own title for such training (see program descriptions earlier in this report), the content and purposes only varied slightly from one center to another. All centers conducted a somewhat intensive pre-employment course for clients aimed at helping the clients build their confidence, prepare for entry into the work-force, gain parenting and financial planning skills, as well as to improve in personal areas, such as nutrition and fitness. Some centers offered a shorter version of this training, often in the community school setting for clients who did not need (or could not attend) the more intensive course. For purposes of this report, these shorter pre-employment courses will be called, "self-sufficiency" courses.

Figure 33 shows that the most common type of service reported by clients during the follow-up interviews was that of Successful Life Management. In other words, about half of the follow-up clients (48%) received an intensive pre-employment course. The second most common service reported was that of career counseling. The shorter pre-employment course, self-sufficiency, was completed by one in five of the clients. It is critical to note from Figure 33 that some of the follow-up clients reported receiving no services directly from the centers themselves. These clients were immediately referred to other agencies, although they did complete an *Intake Form* at the center and did, therefore, receive some counsel about where they should go to receive appropriate service. It is also interesting that only 7% of the clients reported receiving services other than the primary ones offered by the center. Many clients had no knowledge of other community agencies which are closely related to the services offered by the centers.

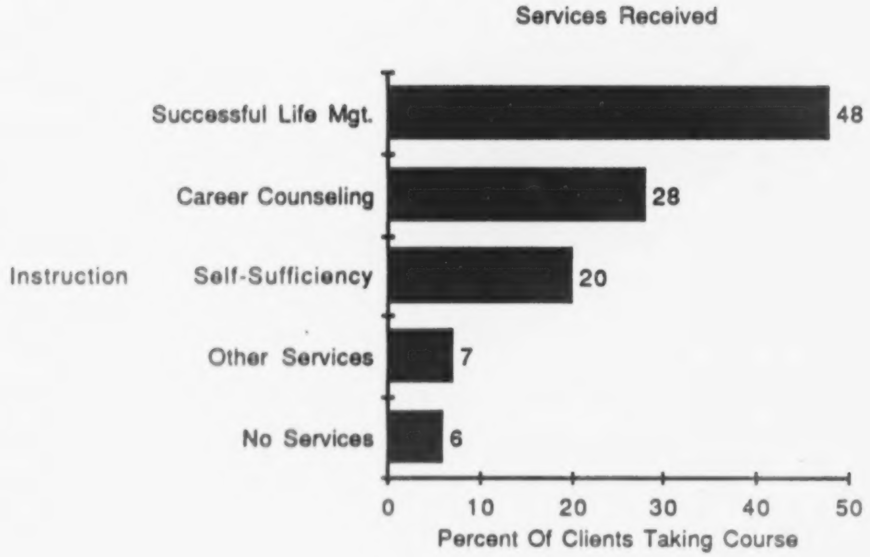


Figure 33. Percent of follow-up clients reporting each type of service received.

When asked to describe the services which had been most helpful, clients most commonly said that their increased confidence (self-esteem) was the primary benefit they had received from the centers. Figure 34 shows that the self-esteem benefits were a much more frequent response that even career preparation. This is an interesting finding in view of the fact that most clients upon entering a center for service are most likely to report that they came to the center so they could prepare for employment. It should be noted that the percentages add to more than 100% in this figure (and in others) because clients could make more than one response to this item on the follow-up interview.

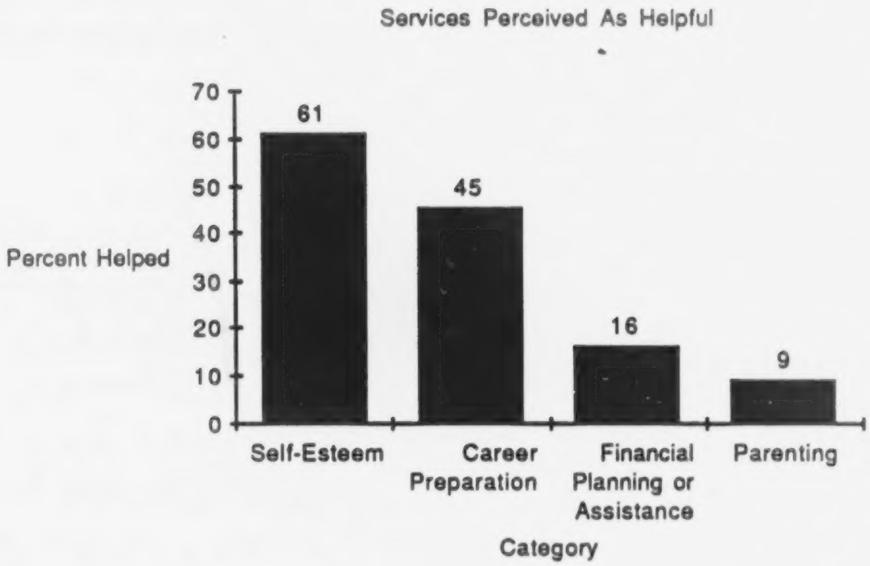


Figure 34. Percent of follow-up clients reporting various services as being most helpful.

Of particular interest to all those who work with single parents and displaced homemakers is the effects of services on the ability of the client to obtain employment or enroll in a vocational training program. Figure 35 shows that at the time of follow-up interviews, nearly half (44%) of the clients interviewed were employed at the time the interview was conducted. Fully 76% of the clients interviewed were either employed or enrolled in a vocational program. Only about one in four of the clients was neither employed nor pursuing an educational program.

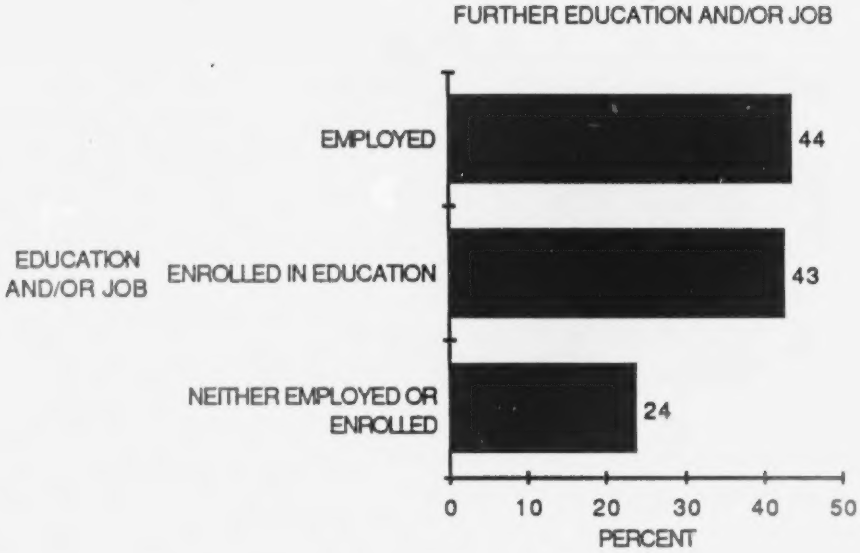


Figure 35. Percent of follow-up clients employed or enrolled in an educational program.

For those clients employed, the follow-up questionnaire asked them how long they had held that job. Figure 36 shows that the majority of clients (57%) reported that they had been employed a relatively short time, only one to six months. This information is helpful in determining how many clients are finding employment during the time of service or after the service has been given to them at the center. Those clients reporting that they were employed more than six months previous to the follow-up interview are usually indicating that they had the job prior to coming to the center for service.

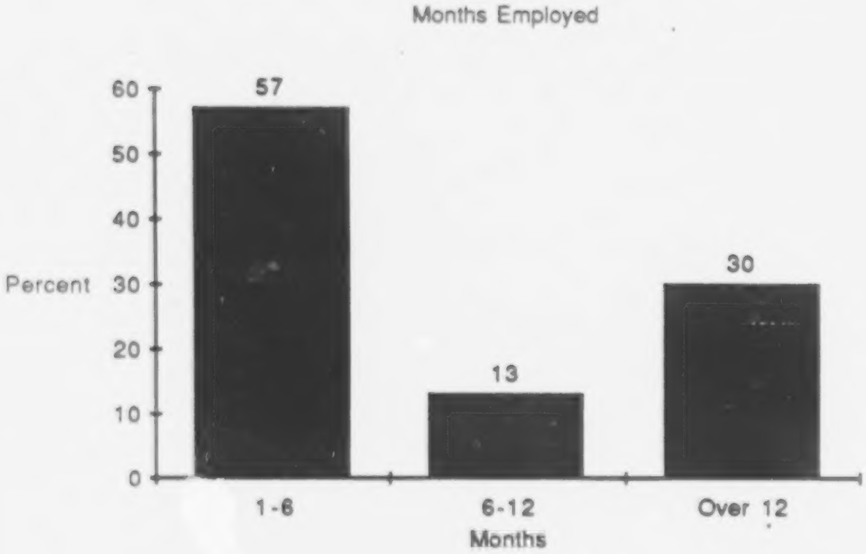


Figure 36. Length of employment of follow-up clients who were in the work-force.

Those follow-up clients who were employed at the time of the interview were in a wide variety of jobs. Figure 37 shows that the most common job areas were in traditional "pink collar" categories. For example, the categories of secretarial, clerical, day care provider, nurse, maid and waitress accounted for 59% of the employed clients. From their responses, it would appear that clients are generally reluctant to pursue nontraditional jobs. Of the categories contained in Figure 37, laborer/trades is perhaps the only nontradtional category and it accounts for only 14% of the clients. It should be remembered, however, that many jobs were difficult to classify into a discrete category and some nontraditional jobs may be contained in the "other" category on the graph.

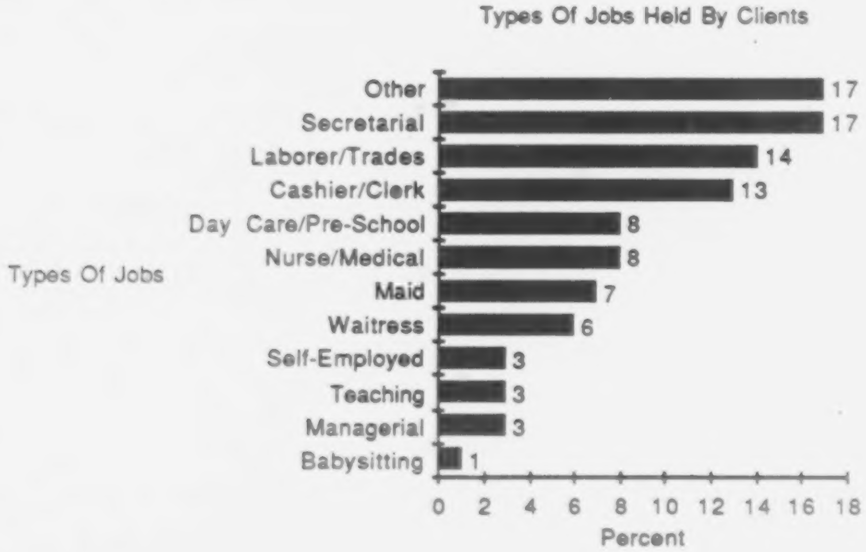


Figure 37. Percent of employed follow-up clients holding various types of jobs.

Training being received in vocational areas was somewhat easier to categorize than jobs from the data gathered during the follow-up interviews. Figure 38 shows again that the secretarial/clerical area is by far the most common major clients are pursuing, accounting for more than one third of the clients (38%). Thus, many clients are either presently employed as secretaries or are pursuing training in the area. The only nontraditional area is "trades" which accounts for only 10% of the clients pursuing an educational program.

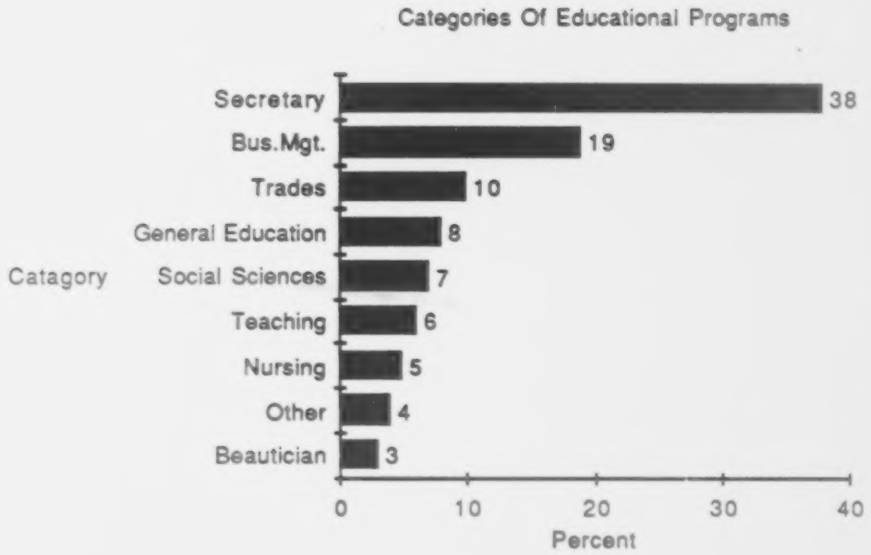


Figure 38. Percent of enrolled follow-up clients pursuing various vocational programs.

There has always been a great deal of discussion about the issue of how long a newly placed single parent or homemaker will remain in the job she has recently obtained as a result of the services provided by the center. Figure 39 shows that the majority of clients responding to the follow-up interviews who were employed at the time of follow-up saw their job as a stepping stone to a better career. Only 28% said that they thought they would keep their present job more than two years. Some of the clients, of course, were still in the job they had at the time of intake assessment and they were actively pursuing training that would assist them in improving their employment situation. Others had recently obtained a job which they did expect to keep longer than two years and expressed new found satisfaction with their job. As shown in the figure, the most common response was to say that the client would be in the present job between six months and one year.

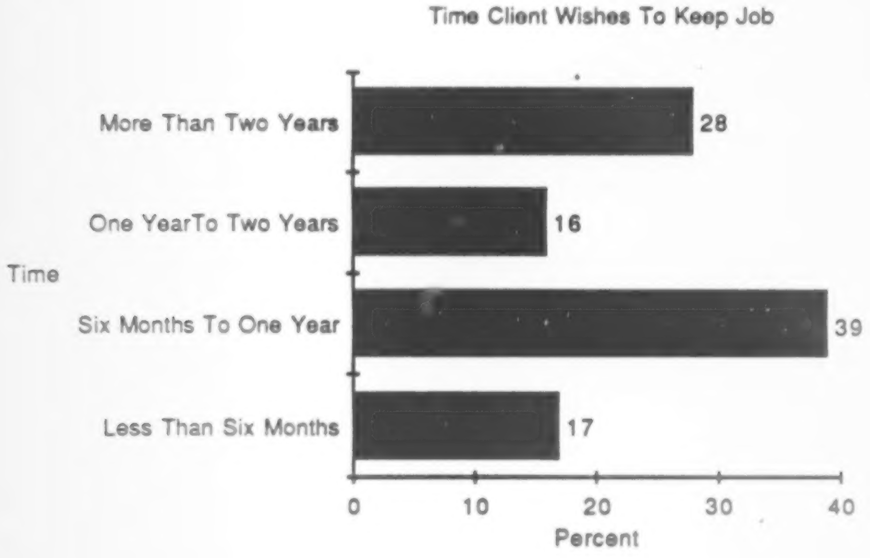


Figure 39. Percent of employed follow-up clients' estimate of how long they would remain in their present job.

Clients' hourly wages varied widely. Figure 40 shows that 1 in 5 follow-up clients was earning less than $4.00 per hour, while 1 in 5 was earning more than $9.00 per hour. The average (mean) wage per working client was $581.89 per month. Median income was $502.20 per month. The message from Figure 40 is that a minority of clients make enough money to provide adequate support to their families. The chart shows that, if $6.00 per hour is considered the minimum level of income which clients need to function above the poverty line, 57% of the follow-up clients are still functioning at a poverty level.

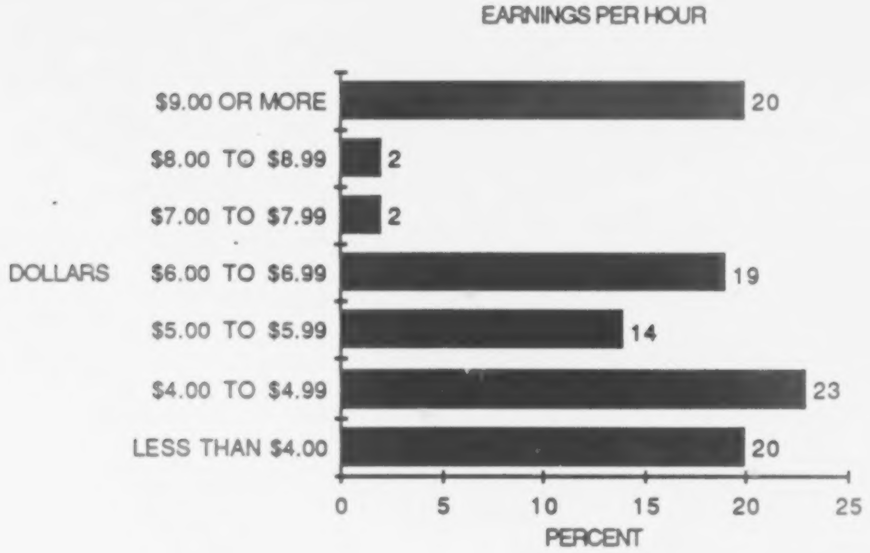


Figure 40. Percent of employed follow-up clients' reporting various levels of hourly wages.

In order to determine how many clients found jobs as a result of the services they received at the center, a separate calculation was made comparing the number of follow-up clients who had jobs at the time of intake assessment with the number of clients who had jobs at the time they were interviewed approximately six months later. It should be noted that cause cannot be directly attributed to the centers' services based on this data, but it is the best existing measure of the two employment situations that can be calculated from this year's evaluation. From Figure 41 it can be seen that 16% more clients had jobs at the time of follow-up than had jobs at the time of intake. One of the interesting aspects of this data is the confirmation it lends to the quality of the follow-up sample, even though the sample was not randomly selected from the overall population of clients. For example, the 28% figure indicating the percentage of the 225 follow-up clients who had jobs at the time of intake assessment is precisely the same percentage of the larger pool of 984 clients reporting that they were employed at the time of intake.

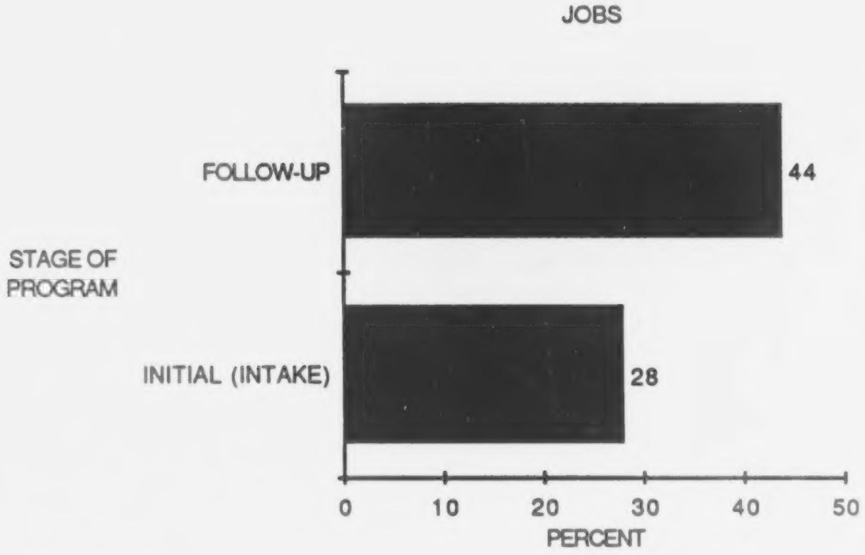


Figure 41. Percent of follow-up clients employed at the time of intake assessment compared with the percent employed at the time of follow-up interviews.

The final question on the follow-up questionnaire asked clients to give suggestions for improving the services they received. The most common response of clients was to say that they had no suggestions for improvement (see Figure 42). This usually indicated the client's enthusiasm for the services they had received, and that they did not know how they might be improved. As shown in the graph, no single suggestion dominated as a general weak point of the services provided by the centers. If anything, clients who did have suggestions, often said that they did not want to see the services changed, but would simply like more of what they had already received. Since most follow-up clients had experienced primarily a pre-employment course, they were mainly responding to the high quality of that program and their desire to learn more about assertiveness, career preparation, and the other topics covered in the course.

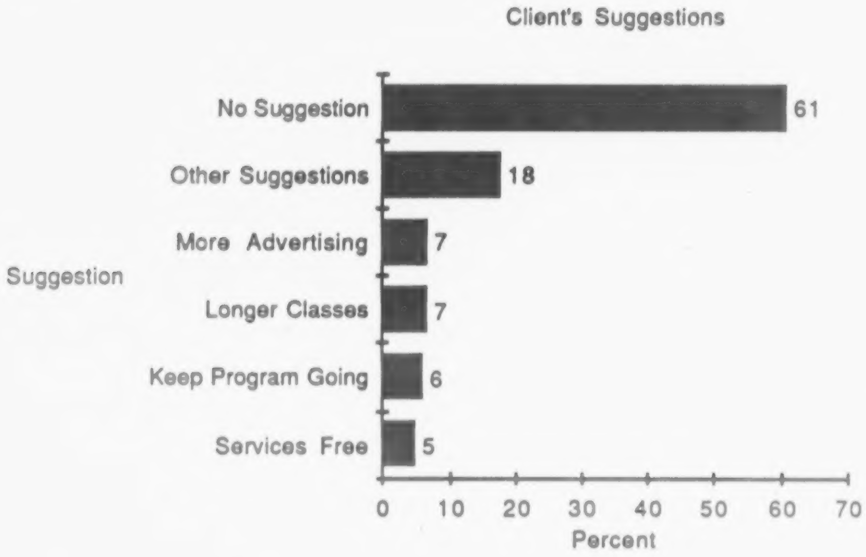


Figure 42. Percent of follow-up clients making various suggestions for improving the services they received from the centers.

Discussion and Conclusions

This section of the report will be organized according to the four original questions stated in the introduction.

What are the demographic characteristics of the client population?

From the data described in the results section of this report, it can be concluded that the centers are serving clients they were designed to serve. The clients nearly all have severe financial, as well as personal needs which must be addressed by some type of intervention program. The shear size of the client population assessed in this evaluation is clear indication of the growing problem of single parents and displaced homemakers in the state of Utah. While some might prefer to think that this problem is not as serious in our state, the experience of project staff and evaluators confirms the widespread need for quality services, such as those offered in the centers. The centers are definitely not serving "re-entry" women who are pursuing further education for personal interest. They are serving women who are coming for service more out of desperation than for personal growth. They are discouraged about their own future and the future of their children.

What is the nature of the services clients receive from the centers?

From the results of the evaluation it can be concluded that clients are receiving primarily an intensive pre-employment course as the core service at most centers. Brokering of service to other service providers within the institution is the exception, rather than the rule. As described earlier in the report, this conclusion is tempered by the fact that different centers vary substantially in their approach to brokering. Some (such as Provo) broker to outside agencies regulary, while others (such as Ogden) broker heavily to other service providers within the institution. But most centers see an intensive pre-employment type course as their most effective service for clients who have the greatest needs. The course provides much more for the clients than the content on the surface would indicate. For example, most clients value the social support network that the course helps to establish for them as much as they value the new skills they are acquiring. Many clients mention how much they value the unplanned meetings they hold with course members even after the course is completed. Center directors know that such support cannot be built by brokering clients out to other agencies and then, perhaps, not seeing them again.

What are clients' perceptions of the services offered to them by the centers?

From the data gathered during the follow-up interviews, as well as the field note data gathered during the year, it can be concluded that the services provided by center staff are viewed as effective and appropriate by both clients and outside observers. Seldom do clients have suggestions for improving the services they received, and if they do have suggestions, it is usually regarding the agencies they were referred to outside the center. The observers, as shown by the field notes and summary comments in the appendices, were equally as positive. Everyone who gets close to the programs being offered by the centers are convinced that they are providing a critically needed service in a quality way.

What happens to clients after they have received the services offered by the centers?

It can be concluded that after receiving the services provided at the centers, many clients soon find employment or enroll in a vocational training program. However, this does not mean that *all* clients are placed as a result of the services. There are still 24% of the clients who do not report being employed or enrolled in an educational program six months after they receive the services at the center. Some of these clients, however, are likely planning to enroll in an educational program later, but have not yet been able to arrange their lives to accommodate the demands of academic schedules.

There is little doubt that some of these 24% are still having serious problems which prevent them from either getting employment or enrolling in an educational program. It is this minority of clients who should give project directors and state personnel concern. Many of these clients are still on government assistance and the services provided at the center have apparantly not been successful in helping them support themselves. There is no question that there will always be some clients who may not receive immediate benefits from the services, or who choose not to invest themselves in the services. But these clients should always concern those who fund the centers, as well as those who provide the services.

Recommedations

1) *The model projects are filling a critical need for displaced homemakers and single parents in the state of Utah and should be continued and expanded.* The most important recommendation that can be made by the evaluation staff responsibile for this report is that the programs begun this year should be continued and expanded. Although an exact number cannot, as yet, be placed on the size of the population in need of the services offered at the centers, there is clear indication that the state is now

reaching only a small proportion of those women in the state who are in need of the services.

1) *Project directors should improve cooperation with other agencies and services in the community.* Evaluation assistants noticed that in some projects closer ties existed between agencies, such as Job Service, JTPA, and Vocational Rehabilitation, than in some other projects. At times in the larger urban centers, there is a feeling of turf protection, a reluctance to refer clients because then the client will be "taken over" by that other agency. Sometimes the lack of referrals results from the lack of trust between the project director and another agency. Evaluators also felt that often the reluctance to refer resulted simply from the shallow relationship that existed between the project director and some of the personnel at the other agencies. In some cases, there was also a lack of support from the other agencies themselves, which appeared at times to result from a lack of understanding of the purposes of the model projects.

During the coming year, renewed emphasis should be placed on the networking of model projects with other community agencies. This means that more time should be spent in actual contact with some of these agencies so that a better understanding of roles and responsibilities might result both for project directors and for the agency personnel.

2) *Project directors should continue to strive to build more effective working relationships with other service providers in their own institutions.* As well as referring out to other agencies, project directors need to continue in their efforts to involve and build upon existing services in their institutions. Ogden is likely the most exemplary in this regard, but all projects could improve. This kind of mutual support within the institution begins with administrative involvement and builds to other departments and personnel. It is clear that such support is not built immediately, but each project

director should be asking herself frequently what progress has been made in this regard. Only when institutional support is solidly visible will the centers be able to function at their potential. This involvement will not only mean better, more complete services available to clients, but it will also mean that the services will be delivered at a lower price because institutional resources will be used more efficiently.

3) *Project staff need to explore ways to attract and prepare clients for nontraditional employment.* Since most of the clients have young families to support, they could benefit from pursuing a wider array of vocational areas. Too often, clients are pursuing traditional "pink collar" jobs which will not provide an adequate wage to support their family. Some are earning very little more on the job than they were receiving from government assistance. As long as clients select the safe traditional type of employment, they will have difficulty earning enough to support themselves and their children.

There is no question that many of the women who come to the centers do not have the emotional strength to face a nontraditional job area at the beginning. Some still do not have the strength at the end of the pre-employment training. But efforts should constantly be made to help clients see the possibilities of realistic nontraditional career preparation. Even if the woman does not immediately pursue a nontraditional area, she needs to be planning for the future when her financial needs may be even greater. More should be done in each center to familiarize the clients with single parents and homemakers who have succeeded in nontraditional careers.

4) *Improve follow-up procedures for clients who are neither placed in employment of enrolled in a vocational program.* During the follow-up data collection, it became clear that some women do not succeed in either finding employment or in enrolling in an educational program which will prepare them for employment. There

will likely always be a certain number of clients who do not respond to the services provided, but project directors should be giving constant thought to how this number can be reduced. There are clearly factors beyond the control of the project director, such as employment availability in their community or personal and family crises which impact negatively on clients. The primary factor which can be influenced by project staff is client motivation.

The client who is motivated at the end of a successful life management course is going to enroll in a vocational program or find a job--often inspite of tremendous difficulties. But the client who is not motivated at the end of the training, who becomes discouraged because of failure in school or failure on the job, needs further support and motivation. This support can only be given if project directors are aware of the clients needs through some type of follow-up procedure. Follow-up with this group of women is most difficult because they often are the ones least likely to have a telephone. They are also sometimes unpleasant to interview because they feel discouraged, that they've let everyone down--the project director and the other clients who they met during the training. These are the women who don't like to hear about how well the other clients are doing because they have not been able to succeed themselves. During the coming year, project staff should pay particular attention to these women who fail to find employment or appropriate educational placement.

5) *Data collection procedures should be refined both for collecting intake and follow-up data.* During this first year the evaluation staff have learned a great deal about data collection procedures which are successful and those which are not. The revised intake assessment form should, in itself, improve the quality of the intake data collected during the coming year. The form is now on only one page but contains significantly more information than before and will be much easier to code accurately. Follow-up data collection is not now as refined a procedure. The interview form itself

will likely always be a certain number of clients who do not respond to the services provided, but project directors should be giving constant thought to how this number can be reduced. There are clearly factors beyond the control of the project director, such as employment availability in their community or personal and family crises which impact negatively on clients. The primary factor which can be influenced by project staff is client motivation.

The client who is motivated at the end of a successful life management course is going to enroll in a vocational program or find a job--often inspite of tremendous difficulties. But the client who is not motivated at the end of the training, who becomes discouraged because of failure in school or failure on the job, needs further support and motivation. This support can only be given if project directors are aware of the clients needs through some type of follow-up procedure. Follow-up with this group of women is most difficult because they often are the ones least likely to have a telephone. They are also sometimes unpleasant to interview because they feel discouraged, that they've let everyone down--the project director and the other clients who they met during the training. These are the women who don't like to hear about how well the other clients are doing because they have not been able to succeed themselves. During the coming year, project staff should pay particular attention to these women who fail to find employment or appropriate educational placement.

5) *Data collection procedures should be refined both for collecting intake and follow-up data.* During this first year the evaluation staff have learned a great deal about data collection procedures which are successful and those which are not. The revised intake assessment form should, in itself, improve the quality of the intake data collected during the coming year. The form is now on only one page but contains significantly more information than before and will be much easier to code accurately. Follow-up data collection is not now as refined a procedure. The interview form itself

needs revision and more detailed decisions need to be made concerning the types of follow-up data which are most needed by the state. Follow-up intervals must also be determined so that long range plans can be made for collecting follow-up data on the clients served during this, and subsequent years.

Appendix A:

FY 1986 Request for Proposals

REQUEST FOR PROPOSALS

PROGRAM TITLE:	Vocational Single Parents and/or Homemakers Model Programs.
AUTHORITY:	Carl Perkins Vocational Education Act of 1984 P.L. 94-524, Title II, Part A, Section 201(f).
DURATION OF PROGRAM:	July 1, 1985 - June 30, 1986
AVAILABLE FUNDS:	Approximately $256,000
FUNDING PROCEDURE:	Proposal awarded on a competitive proposal basis.
ELIGIBLE APPLICANTS:	Urban (UTC/P) and rural (Snow College) Displaced Homemaker demonstration sites established during FY 1985, and other post secondary institutions, area vocational centers, skill centers and school districts interested in establishing model single parent and homemaker programs. Post secondary institutions, area vocational centers, skill centers and school districts.
STATEMENT OF PURPOSE:	To develop model program(s) to assist institutions and districts in Utah to establish, improve, and/or expand programs to provide vocational education training, and support services to single parents and homemakers that will furnish them with marketable skills and rewarding employment.
DEFINITIONS OF GROUP TO BE SERVED:	Single Parent - means an individual who: a. is unmarried or legally separated from a spouse, and b. has a minor child or children for which the parent has either custody or joint custody. Homemaker - means an individual who: a. is an adult, and b. has worked as an adult primarily without remuneration to care for home and family and for that reason has diminished marketable skills.
PROGRAM OBJECTIVES/	Single Parent/Homemaker funds shall be used to: 1. Develop model programs to establish, improve, and expand vocational education and training services designed to enable single parent and homemakers to gain marketable skills and obtain rewarding employment.

2. Make vocational education and training more accessible to single parents and/or homemakers by providing them with support services, i.e., child care and transportation.*

3. Inform single parents and/or homemakers of vocational education opportunities available to them.

QUALIFYING CRIERIA: Eligible recipients shall:

1. Establish, improve, and/or expand vocational education and training services to enable single parents and homemakers to obtain viable employment.

2. Actively participate in inservice training provided by the Utah State Office of Vocational Education and designed to prepare administrators, counselors, instructors and other support staff to work effectively with single parents and/or homemakers.

3. Provide job related instruction in basic literacy with an emphasis on math, reading, writing and computer skills.

4. Provide training options including open entry, open exit, short term training for entry level jobs with high placement/wage potential, and opportunity for advancement and upward mobility.

5. *Provide child care and transportation for students, preferably at training site, and through cooperative agreement with JTPA, public and private sector entities, etc. (Maximum of 15% of funds may be used for support services).

6. Delineate how recipient will provide outreach services and information to single parents and homemakers to inform them of available vocational education programs and related services. (i.e., newsletter).

---

* Priority will be given to applicants proposing the most innovative solutions for providing child care and transportation to clients.

7. Develop a plan of action to show that recipient will:

    a. give special consideration to single parents and homemakers who have the greatest financial need and who because of divorce, separation or the death or disability of the spouse, must prepare for paid employment.

    b. deliver services in an environment that is free from sex stereotyping and by persons who are sensitive to the needs of single parents and homemakers.

    c. provide relevant training and vocational education activities for women and men who desire to enter occupations that are not traditionally associated with their sex.

8. Support not less than 50% of the cost of the program with non-federal funds.

APPROVABLE ACTIVITIES: Programs designed to assist single parents or homemakers should:

1. Identify existing resource materials and programs for single parents and/or homemakers and adapt, modify, revise, and where necessary develop additional materials for use in model program.

2. Provide outreach, intake-assessment, guidance and counseling, job seeking and keeping skills, (including a component to prepare clients to relocate), job training, placement and followup services.

3. Provide life skill training in assertiveness, single parenting, managing individual and family resources, goal setting, managing home and work responsibilities, consumer skills, dressing for the labor force, health concerns of mature women, and other requested topics, including nutrition knowledge.

4. Involve community based organizations (CBO) that have demonstrated effectiveness in providing related services to single parents and/or homemakers.

7. Develop a plan of action to show that recipient will:

    a. give special consideration to single parents and homemakers who have the greatest financial need and who because of divorce, separation or the death or disability of the spouse, must prepare for paid employment.

    b. deliver services in an environment that is free from sex stereotyping and by persons who are sensitive to the needs of single parents and homemakers.

    c. provide relevant training and vocational education activities for women and men who desire to enter occupations that are not traditionally associated with their sex.

8. Support not less than 50% of the cost of the program with non-federal funds.

APPROVABLE ACTIVITIES: Programs designed to assist single parents or homemakers should:

1. Identify existing resource materials and programs for single parents and/or homemakers and adapt, modify, revise, and where necessary develop additional materials for use in model program.

2. Provide outreach, intake-assessment, guidance and counseling, job seeking and keeping skills, (including a component to prepare clients to relocate), job training, placement and followup services.

3. Provide life skill training in assertiveness, single parenting, managing individual and family resources, goal setting, managing home and work responsibilities, consumer skills, dressing for the labor force, health concerns of mature women, and other requested topics, including nutrition knowledge.

4. Involve community based organizations (CBO) that have demonstrated effectiveness in providing related services to single parents and/or homemakers.

5. Establish and utilize an advisory council, including representatives of business and industry, service providers, displaced homemakers, PIC council, community based organizations, vocational directors from the regional organization, etc.
6. Explain the methodology that will be used to evaluate the effectiveness of the strategies, activities, and materials developed. Evaluation must include number trained and placed; beginning wage and length of time placed.

DELIVERABLES: Deliver to the Utah State Office of Vocational Education an interim report by January 15, 1986 and a compilation of activities, strategies, and materials for dissemination to other providers. by June 30, 1986.

LINKAGES: Link and cooperate with agencies involved in delivery of services to displaced homemaker, single parents and homemakers, i.e., Social Service, business and industry, and other appropriate public and private entities.

MAIL TO:
David S. Gailey
Vocational Education
250 East Fifth South
Salt Lake City, Utah 84111

DEADLINE: April 22, 1985

It is suggested that eligible recipients explore the possibility of submitting proposals under consumer homemaker, guidance and counseling, adult training and retraining, disadvantaged and handicap proposals to supplement single parents and homemaker activities and requirements where they are complimentary and/or supportive in nature.

Appendix B:

FY 1986 Intake Form

Intake Assessment Form

(Revised November 18, 1985)

*LEA # ___

Please complete the following form. This information will be kept confidential and will be used for assessing your needs and evaluating program effectiveness. If you choose not to respond to a question, it will not affect your acceptance into the program.

For Office and Statistical Purposes Only:

Name (Please Print) ______________________________ Date ______________

Address ____

City ____________ State __________ Zip ____________ Home Phone ____________

Work Phone ____________ Date of birth ___________ Age ___ Race __________ Sex ___

Marital Status: Single___ Married___ Divorced___ Widowed___ Separated___

Ages of dependent children ____

Do you or your spouse have any physical or mental disabilities? Yes ____ No ____

If yes, explain ____

Educational History:

The highest grade you have completed: Less than 8___ High School: 9___ 10___ 11___ 12___

Post High School: Vocational training ___ College: Fresh. ___ Soph. ___ Jr. ___ Sr. ___ Grad. ___

Other training ____

Work Experience:

List your past work experience (paid and unpaid):

Position_______________ Company_________________ Dates: From _____ To _____

Position_______________ Company_________________ Dates: From _____ To _____

Position_______________ Company_________________ Dates: From _____ To _____

Are you currently employed: Yes___ No___

If yes, what is your monthly or hourly wage from this job before taxes? _____________

Is your position: Temporary ____ Permanent ____ Are you: Part-time ____ Full-time____

List other sources of income: Source _________________ Amount _____________

Are you the sole provider of family income? Yes _____ No _____

If married, is your spouse currently employed? Yes ___ No ___

If yes, what is her/his monthly or hourly wage before taxes?___________

Is he/she Part-time ____ Full-time ____ Is his/her position: Temporary ____ Permanent ____

*(BAVC=45; CEU=57; OWAVC=44; Snow=59; UTC/P=50; UTC/SL=49)

Are you on Public Assistance? Yes _____ No _____

If yes, what type of assistance are you receiving? ______________________________

How long have you received the assistance? ______________________________

Do you have a medical card? Yes _____ No _____

How did you hear about our program?

Newspaper article/ad _____ Workshop_____ TV or Radioad____ Brochure_____ JTPA_____

Church_____ Word of mouth _____ (Please specify)_____

What are your arrangements for transportation? ______________________________

What are your arrangements for child care? ______________________________

Personal Goals:

Describe your goals. You may mention goals for employment, education, family or personal.

Plan of Action *(For Offi ce Use Cnly)*

Appendix C:

FY 1987 Intake Form

*LEA # ____

Single Parent or Homemaker Intake Form

(Revised August, 1986)

Contact Information:

Name (Please Print) ____________________ Date ____________

Street ____________ City ____________ State ________ Zip ________

Home Phone ________ Work Phone ________ Date of birth ________ Soc. Sec. # ________

Age ____ Race ________ Sex ____ Ages of dependent children ________________

Marital Status:

- ____ Single (never married)
- ____ Married
- ____ Separated
- ____ Divorced
- ____ Widowed

Do you have any of the following disabilities or health care needs?

- ____ Hearing
- ____ Visual
- ____ Orthopedic
- ____ Psychological
- Other (specify) ________________

Do you have health insurance (medical card) Yes ____ No ____

Educational History:

The highest grade you have completed: Less than 9____ High School: 9____ 10____ 11____ 12____

Post High School: Vocational training ____ College: Fresh. ____ Soph. ____ Jr. ____ Sr. ____ Grad. ____

Work History:

List your past work experience: Part-time____ Full-time____ Seasonal____

Position____________ Company____________ Dates: From ________ To ________

Position____________ Company____________ Dates: From ________ To ________

What are your current sources of income?

- ____ Full-time job
- ____ Part-time job
- ____ AFDC (welfare)
- ____ Social Security
- ____ Child support/alimony
- ____ Unemployment benefits
- ____ Disability benefits
- Other (specify) ________

What is your total yearly income from all sources?

- ____ 0-5,000
- ____ 5,000-10,000
- ____ 10,000-15,000
- ____ 15,000-20,000
- ____ over 20,000

If married, is your spouse currently employed? Yes ____ No ____

How did you hear about our program?

- ____ Word of mouth
- ____ Social services
- ____ TV or Radio
- ____ JTPA
- ____ Job service
- ____ Newspaper
- ____ Flyers
- ____ Church
- Other____________

In what areas do you need help to reach your goals?

- ____ Transportation
- ____ Child care
- ____ Job training
- ____ Personal counseling
- ____ Confidence building
- ____ Employment
- ____ Financial assistance
- ____ Legal assistance
- ____ Career planning
- ____ Family relations

I understand that except for referral purposes my name will never be associated with any information contained on this record. I furth authorize the release of this form to evaluation personnel who may contact me regarding the project.

Date: ____________ Participant's Signature: ____________________

For Office Use Only

Client referred to:

- ____ *JTPA*
- ____ *Job Service*
- ____ *Voc. Rehab.*
- ____ *Counseling*
- ____ *Vocational training*
- ____ *Pre-employment workshop*
- ____ *Employer*
- *Other (specify)* ____________

Client meets requirements for:

- ____ *Utah displaced homemaker act*
- ____ *Carl Perkins displaced homemaker*
- ____ *Carl Perkins single parent*

**(BAVC=45; CEU=57; DAVC=48; Dixie=58; OWAVC=44; Snow=59; SUSC=56; UBAVC=47; UTC/P=50; UTC/SL=49).*

Appendix D:

Coding Scheme for FY 1986 Intake Forms

Codebook For Displaced Homemakers-- Follow-Up Interview

RECORD 1

Column(s)	Subject	Code	
01-03	Intake Form Number	999	Missing Data
			I.D. number on the intake form
04	Intake Form Location	9	Missing Data
		1	Logan
		2	Ogden
		3	SLC
		4	Provo
		5	Price
		6	Ephraim
05-07	Follow-up Form I.D. Number	From 01 to Last Form	
08-11	Date of Intake Form	9999	Missing Data
			Enter Month, then Year
12	Interviewer	9	Missing Data
		1	Karen Pool
		2	Buddy Richards
		3	Mark Mathias
		4	Ruth Killpack
		5	Cindy Richards
13-16	Date Of Interview	9999	Missing Data
			Enter Month, then Year
17	Institution Providing Services	9	Missing Data
		1	Logan
		2	Ogden
		3	SLC
		4	Provo
		5	Price
		6	Ephraim
18	Self-Sufficiency	1	Yes
		2	No
19	Successful Life Mangement	1	Yes
		2	No
20	Personal Or Career Counseling	1	[illegible]
		2	No
21	JTPA	1	Yes
		2	No
22	Placement Center	1	Yes
		2	No
23	Help With Transportation	1	Yes
		2	No
24	Help With Child Care	1	Yes
		2	No

25	Social Services	1	Yes
		2	No
26	Attorney	1	Yes
		2	No
27	Housing	1	Yes
		2	No
28	Soc. Sec.	1	Yes
		2	No
29	Job Service	1	Yes
		2	No
30	Church	1	Yes
		2	No
31	Financial Aid	1	Yes
		2	No
32	Vocational Rehabilitation	1	Yes
		2	No
33	Welfare	1	Yes
		2	No
34	Pell Grant	1	Yes
		2	No
35	None	1	Yes
		2	No
36	Other	1	Yes
		2	No
37-38	Which Agency Was The Most Helpful	99	Missing Data
		01	Women's Center
		02	JTPA
		03	Social Services
		04	Vocational Rehabilitation
		05	Job Service
		06	Financial Aid
		07	All Organizations
		08	
		09	None
		10	Other
39-40	Why was this agency the most helpful?	99	Missing Data
		01	Understood my Problem
		02	Career Direction
		03	Financial
		04	Information Provided
		05	Support Group
		06	Counseling
		07	Educational
		08	Self Confidence
		09	Not Applicable
		10	Other
		11	Service was local

41-42	Which Agency Was the Least Helpful	99	Missing Data
		01	Women's Center
		02	JTPA
		03	Social Services
		04	Vocational Rehabilitation
		05	Job Service
		06	Financial Aid
		07	Welfare
		08	
		09	None
		10	Other
43-44	Why was this Agency the Least Helpful	99	Missing Data
		01	Did Not Understand
		02	Gave Me Run Around
		03	Did Not Care
		04	No Financial Assistance
		05	Couldn't Provide Services I Needed
		06	Lack Of Employment Information
		07	
		08	
		09	Not Applicable
		10	Other
45	Have the services helped you in any way?	9	Missing Data
		1	Yes
		2	No
	If the answer to 45 is YES then 46-57 apply. If NO, enter 2 for each variable.		
46	Missing Data	1	Yes
		2	No
47	Career Preparation	1	Yes
		2	No
48	Self-Esteem	1	Yes
		2	No
49	Financial Planning	1	Yes
		2	No
50	Parenting	1	Yes
		2	No
51	Physical Fitness	1	Yes
		2	No
52	Provided Emotional Support	1	Yes
		2	No
53	Communication	1	Yes
		2	No
54	Employment	1	Yes
		2	No
55	Financial Asssitance (Tuition, etc.)	1	Yes
		2	No

56		1	Yes
		2	No
57	Other	1	Yes
		2	No
58-59	Which of the above was the most important?	99	Missing Data
		01	Career Preparation
		02	Self-Esteem
		03	Financial Planning
		04	Parenting
		05	Physical Fitness
		06	Emotional Support
		07	Communication
		08	Financial Assistance
		09	
		10	
		11	Not Applicable
		12	Other

Columns 60-71 pertain to
"Why was this one the mostimportant?

60	Missing Data	1	Yes
		2	No
61	Timing	1	Yes
		2	No
62	Support Group	1	Yes
		2	No
63	Counseling	1	Yes
		2	No
64	Job and/or Financial Opportunities	1	Yes
		2	No
65	Received the most information	1	Yes
		2	No
66	Began to experience success because of the program	1	Yes
		2	No
67	School	1	Yes
		2	No
68	Increased Communication Skills	1	Yes
		2	No
69	Self Confidence	1	Yes
		2	No
70	Other	1	Yes
		2	No
71	None	1	Yes
		2	No

Suggestions 72-80

72	Longer	1	Yes
		2	No
73	Do not charge/more funding	1	Yes
		2	No
74	Keep Program going	1	Yes
		2	No
75	Reach more people-Advertising	1	Yes
		2	No
76	Recognize individual needs (ex. parents with grown children don't need child rearing classes)	1	Yes
		2	No
77	More Job Information	1	Yes
		2	No
78	More Counseling	1	Yes
		2	No
79	None	1	Yes
		2	No
80	Other	1	Yes
		2	No

Record 2

01	Presently enrolled in Educational Program	9	Missing Data
		1	Yes
		2	No
02-03	If yes, describe the program	99	Missing Data
		01	Not Applicable
		02	Nursing/Medical
		03	Sec./Computer Prog.
		04	Business Management
		05	Beautician
		06	Teaching
		07	Trades
		08	Social Sciences
		09	General Education
		10	
		11	
		12	Other
04	Presently Employed	9	Missing Data
		1	Yes
		2	No

05-06	Description of Job	99	Missing Data
		01	Not Applicable
		02	Cashier-Clerk
		03	Maid
		04	Babysitting
		05	Nurse/Medical
		06	Laborer/Trades
		07	Managerial
		08	Teaching
		09	Day Care/Pre-School
		10	Secretarial
		11	Waitress
		12	Other
		13	Self Employed
07-09	Number of months employed at this job	999	Missing Data
		000	Not Applicable
		Enter Number Of Months	
10	Is the job part time or full time?	9	Missing Data
		0	Not Applicable
		1	Part Time
		2	Full Time
11-14	Earnings per hour	99.9	Missing Data
		00.0	Not Applicable
		Enter amount of earnings	
15	How long do you plan to keep this job?	9	Missing Data
		0	Not Applicable
		1	Less than six months
		2	Six months to a ;year
		3	One to two years
		4	More than two years

Goals

16	Missing Data	1	Yes
		2	No
17	Finish Trade School or Junior College	1	Yes
		2	No
18	College Education	1	Yes
		2	No
19	G.E.D	1	Yes
		2	No
20	Good Paying Job or Better Paying Job	1	Yes
		2	No
21	Homemaker	1	Yes
		2	No
22	Marriage	1	Yes
		2	No

23	Family Security	1	Yes
		2	No
24	Any Job	1	Yes
		2	No
25	Career-Includes Own Business	1	Yes
		2	No
26	Finish school (does not designate high school, trade school, or college)	1	Yes
		2	No
27	Uncertain	1	Yes
		2	No
28	Self Sufficient	1	Yes
		2	No
29	On The Job Training	1	Yes
		2	No
30	Physical Fitness	1	Yes
		2	No
31	Re-Locate	1	Yes
		2	No
32	Keep Working	1	Yes
		2	No
33	Other	1	Yes
		2	No

Appendix E:

Field Notes Form

INSTRUCTIONS FOR TAKING FIELDNOTES DURING PARTICIPANT OBSERVATION

Taking fieldnotes is a process of recording what you see in specific setting and then expanding those notations into narrative form. It is not difficult, but it is time consuming. The purpose for taking fieldnotes during classes or workshops in the Displaced Homemaker Program is to describe what is happening in the classroom, what is being taught, and how the clients are responding. This is not an attempt to spy on the teacher or the client; it is merely an account of what happened in a particular situation.

There are a few basic techniques which will aid you in taking fieldnotes. **First**, you should try to record as much of the happenings in the class as you can. If possible, use quotes; record what the clients say in their own words. **Second**, if you have questions about what is happening in the class, or if you have personal comments about what is happening, you should record these in your fieldnotes. Most observers use "OC" in front of their own comments to separate them from client comments. Personal comments can be very helpful in clarifying the situation when you expand your fieldnotes. **Third**, you should try to describe the setting of the observation as completely as possible using explicit descriptive terms. This description provides a context for all the other notes that you will take. You should describe the people involved, the room or place where the situation is taking place, the feelings that exist in the situation (the atmosphere in the room), and anything else that might help the observer understand what is going on during the class. A drawing of the classroom setting would be helpful; you should include client positions, teacher position, boards, doors, visual aids, etc. **Fourth**, you should review and expand your fieldnotes as soon after the observation as possible. Expanding fieldnotes involves rereading your recorded notes and adding the detail that is necessay to make the narrative complete.

The Evaluation Team does not expect you to be an expert in taking fieldnotes. This explanation is to help you feel a little less overwhelmed in the task. We want to know as much as possible about what is actually happening in the program so we can help in the improvement of the program. An example of fieldnotes is attached for your information, and additional sheets for taking fieldnotes are available for your use. In addition, we can provide on site instruction in the use of these instruments.

Finally, your fieldnotes for this program should include a short interview with the clients and the teacher for each class you observe. You will find a sample of the kinds of questions that should be asked during such an interview. You are not limited to these specific questions. If you notice something special or unusual during the class, please ask additional questions which will yield a true description of the situation.

SAMPLE OF FIELDNOTES

Date: 2/15/85 Class: Career Planning Starting time: 9:06 am
Teacher: Janis Lang Ending time: 10:00 am

I walked into the classroom at 9:06 am. The class was already in session, and the students didn't even seem to notice me because no one even looked up when I walked in and sat down.

The room was very small. The desks were very close together, and the students looked as if they were crowded together.

OC: I wonder why the room is so small and has so many students? Isn't there another room that is available? Will the crowded conditions affect learning or the general feeling in the class?

The teacher introduced me and told the class I was attending the class to make some notes about what was happening in the class. J, one of the younger women in the class, asked if I was there to spy on them. "Why is she here anyway--to spy on us?" The teacher said no that I was here to find ways to make the class better. J: "Just how is she going to do that just by taking notes. Will she tell people what we say in here?" The teacher again answered that I would not be telling anyone what anybody said specifically. She said I was there to find out what was good and not-so-good about the class, and the information would be used to make the class better. I said that no one could be identified from any comments I made in my reports. This seemed to satisfy the class, and the teacher resumed her presentation.

OC: I should be careful during interviews.

The teacher focused her presentation on the concept of social support networks. She asked the class to think of ways we show support and love to one another. Two class members did most of the talking--naming several different ways we show support. The teacher then discussed the importance of building support networks. She emphasized the benefits of such networks for finding employment, increasing the chances of upward mobility in a career, family needs, and personal needs. During the discussion one class member disagreed with the need for a network, saying that she did not want to become dependent on others. Her comment lauched the class into a deeper discussion of the difference between dependence and social support. The class ended with everyone thinking of ways they could provide support to others.

FIELDNOTES

SAMPLE QUESTIONS TO ASK DURING INTERVIEWS

Questions for Clients:

1. Has this program helped you in reaching your life goals? If so, explain.
   (If not mentioned by the client, ask about goals related to each of the following areas: employment, education, family, and personal.

2. What services (parts of the course) have you found most useful? Explain.

3. What services (parts of the course) have you found least useful? Explain.

4. How would you improve the program for future clients?
   Are there services (or topics) you would add to or delete from the program to improve it?

Questions to ask the Instructors:

1. Do you believe that clients' life goals are changing as a result of their participation in the program (course)? If so, explain.

2. Describe your most effective teaching techniques.

3. What would you do to improve your class? What are the changes you would make?

4. What do you do that helps clients to make the most progress?

5. How do you follow up on the clients in your class? If you could, would you do anything different in your follow-up procedure?

6. Think of two clients you are now serving, the one who has experienced the most personal growth (or shows the most potential) and the one who has experienced the least personal growth). Describe what you believe to be the causes of the growth (or lack of it) in each client's life.

   a. What could program directors (or teachers) do that would cause more clients to experience real success?

Appendix F:

Job Analysis Form

Job Analysis for Model Project Directors

Name________________________ Position__________________________

Directions: Rate the following job tasks by circling the appropriate number under each scale. If you perform tasks which are not on the list, add them at the end of the list and rate them on each scale.

Importance

How **important** is the performance of this task?

1. Not important
2. Somewhat important
3. Quite important
4. Very important
5. Extremely important

Amount of Time

How much time do you spend performing this task?

1. None (Not applicable)
2. Very little time
3. Some time
4. Quite a lot of time
5. An extreme amount of time

Job Tasks	Importance	Amount of Time
1. Recruiting new clients (developing fliers, radio announcements, etc.)	1 2 3 4 5	1 2 3 4 5
2. Interviewing new clients	1 2 3 4 5	1 2 3 4 5
3. Counseling clients	1 2 3 4 5	1 2 3 4 5
4. Collecting and managing intake data	1 2 3 4 5	1 2 3 4 5
5. Placing clients and collecting follow-up data	1 2 3 4 5	1 2 3 4 5
6. Teaching pre-employment courses	1 2 3 4 5	1 2 3 4 5
7. Developing instructional materials	1 2 3 4 5	1 2 3 4 5
8. Meeting with cooperating staff within your organization	1 2 3 4 5	1 2 3 4 5
9. Meeting with cooperating staff in the community	1 2 3 4 5	1 2 3 4 5
10. Meeting with decision makers within your organization	1 2 3 4 5	1 2 3 4 5
11. Serving on community advisory boards	1 2 3 4 5	1 2 3 4 5
12. Managing finances related to the project (writing grant proposals, completing financial reports, etc.)	1 2 3 4 5	1 2 3 4 5

13. Organizing and conducting special conferences	1 2 3 4 5	1 2 3 4 5
14. Meeting with state personnel (networking groups,legislature, inservice meetings, etc.)	1 2 3 4 5	1 2 3 4 5
15. Organizing and conducting meetings with your advisory group	1 2 3 4 5	1 2 3 4 5
16. Travel related to the project	1 2 3 4 5	1 2 3 4 5
17. Staffing your organization (hiring, training, managing, etc.)	1 2 3 4 5	1 2 3 4 5
18. ______________________________	1 2 3 4 5	1 2 3 4 5
19. ______________________________	1 2 3 4 5	1 2 3 4 5
20. ______________________________	1 2 3 4 5	1 2 3 4 5
21. ______________________________	1 2 3 4 5	1 2 3 4 5

20. What are the most rewarding aspects of your job?

21. What are the least rewarding aspects of your job?

22. Use the following space to make further comments regarding your role as project director.

Appendix G:

Follow-up Interview Form

Follow-up Interview Form for Single Parents and Homemakers

Client Name ____________________ Interviewer ________________________

Date of Intake Form ________________ Date of Interview ____________________

Institution providing services ____

1. What services did you receive from (name of the project director or institution)?

   Pre-employment course: Self-Sufficiency ___ Successful Life Mangagement ___

   Personal or career counseling ___ JTPA ___ Placement Center ___

   Help with transportation ___ Help with child care ___ Social Services ___

   Attorney ___ Housing ___ Soc. Sec. ___ Job Service ___ Church ___

   Others ____

   Which of these agencies was the most helpful to you? ____________________

   Why was this one the most helpful?______________________________________

   ____

   ____

   Which of these agencies was the least helpful to you?____________________

   Why was this the least helpful?____

   ____

   ____

2. Have the services helped you in any way? Yes ___ No ___

   If yes, in which of the following areas?

   Career preparation ___ Self-esteem ___ Financial planning ___

   Parenting ___ Physical fitness ___ Other ______________________________

   Of these areas, which would you say was the most important to your success in the future? ____

Why was this one the most helpful?

3. Do you have any suggestions for improving the services you received?

4. Are you presently enrolled in any educational program? Yes ___ No ___

If yes, describe the program: ___

5. Are you presently employed? Yes___ No ___

If yes, describe your job

How long have you had this job? ___

Is the job part-time ____ or full-time ____

How much do you earn per hour? ___

6. How long do you plan to keep this job?

Less than six months ___ Six months to a year ___ One to two years ___

More than two years ___

7. What are your goals for the future (employment, education, personal)?

Appendix H:

References

References

Chapman, B. (1983). Prepared statement of Bruce Chapman, in Hourse Select Committee on Children, Youth and Families, *Children, youth and families: Beginning the assessment,* Washington, D. C.: U. S. Government Printing Office, 136.

National Broadcasting Corportation (1986, July). After the sexual revolution.

Fisher, I., Weathers, S., & Kagie, A. (1983). Poverty in Utah: Report to the Governor, Salt Lake City, Utah: Utah Department of Employment Security, Labor Market. Information Service.

Goodman, K. L., & Heaton, T. B. (1986). Divorce. In T. K. Martin, T. B. Heaton, & Bahr, S. J. (Eds.), Utah in demographic perspective, Salt Lake City, Utah: Signature Books.

Michigan Department of Education, Office for Sex Equity in Education (1983). A packet of secondary classroom activities to teach students about sex role stereotyping: Falt, 49.

National conference of State Legislatures (1983, July). Poverty,: The effects of non-support.

U. S. Bureau of the Census (1970). PC 70-1-C46, Washington, D. C.: U. S. Government Printing Office, 131.

U. S. Bureau of the Census (1980). PC 80-1-B46, Washington, D. C.: U. S. Government Printing Office, 26.

U. S. Department of Labor, Bureau of Labor Statistics (1983, April). Women at work: Chartbook, Bulletin 2168, Washington, D. C.

U. S. Bureau of the Census (1983). Series p-68, No. 144, Washington, D. C.: U. S. Government Printing Office, 49.

Utah Department of Employmnet Security (1985). Labor Market Information Service, Salt Lake City, Utah.

Appendix I:

Field Notes and Interviews

Logan Field Notes

FIELD NOTES:

Car pool organization. Everyone seems cooperative and friendly.

One lady commented that she and her children are inseparable. Son is having problems at school and being very destructive. He refuses to get up and won't eat breakfast before he goes. She feels as if she needs help in dealing with all these problems. She feels used. Made the mistake of telling her children too much about her personal problems.

Roxanne tells how her daughter has been at the sitter since she was a newborn. On the first day of school Roxanne found it hard to say goodbye, but the little girl thought nothing about it. Roxanne feels a lot of guilt.

Lesson on Goal Setting. Take time to set some goals and expectations for the class. Members share their expectations.

wants to gain skills of assertiveness, especially over herself and to gain control over her life. She also wants to conquer her feelings of insecurity and guilt and how to deal with negative feedback. She also lacks confidence with decision-making skills.

wants to learn to express thoughts and feelings so others will listen. She feels an inability to express her inner feelings.

hopes to learn how to work on her job without the constant distraction of personal problems.

says she learns the most from herself, but she fears not being able to grasp all the class material. She does have a feeling of high to keep going and growing.

wants to learn to express self, especially because she has a tendency to engage mouth before brain. She wants to be able to feel good about things. She fears that she will confuse aggression with assertiveness.

also wants to learn qualities of assertiveness. She feels as if she is going upstairs instead of down.

wants to learn how to say "No" and still be a nice person to people that are trying to take advantage. She fears that people will think she's domineering and rude.

wants to learn how to communicate with husband and to make wants and desires known. She's worried her husband will react negatively to her. She feels good about the group.

Someone else says that assertiveness conflicts with religious values.

is basically shy and needs to work on it. She has a hard time dealing with nervous tension. She still has problems with ex who writes her anonymous letters. She is the choir director and has problems with the people in the choir. She has good feelings about being accepted by the group.

wants to work on self-confidence. He is shy and needs to take time to get acquainted. He has a hard time expressing himself.

feels shy and fears that she will upset self and others by saying how she feels.

FIELD NOTES:

husband was disabled due to a heart attack. He applied for jobs and was accepted until he was given a physical exam and they refused him a job.

Another lady tells how her husband died two years ago and she works at D.I. but because she didn't have adequate child care, she quit her job to stay home with the two children.

Roxanne gives them a pep talk about being "alone vs. loneliness".

Woman tells how kids her whole life. She raised them while working three jobs. Now kids are married and having their own family, so her life was totally changed.

is looking for upward mobility. She says when you go to a job interview say to yourself, "You're going to like me regardless."

Assertiveness vs. Aggression: There's a big difference.

Another DH says, "My kids don't need me and I have 10 grandchildren. I still have something to contribute, but there is no volunteer work that's self fulfilling. I don't know where to go and I am afraid of the labor market. School is too expensive for me. I am hoping that I will find some aptitude test to assist in directing me."

A DH comments, "I got sick so I lost my job. I have done custodial work and I have tried to prove myself time and time again, but I get no recognition."

is currently not working because of health problems. She likes working with people and has worked in grocery stores and gift shops. "I applied to the state for aid, but they said since I was able to work that I was not eligible for any aid."

is looking for direction. She says she has a cynical attitude about life. She has a strong desire to be a strong role model, but has difficulty feeling anything towards children.

It is important not to indulge in self-pity. You must believe in something greater than yourself. Good emotional health is liking yourself.

GOAL SETTING:

Betty has a fear of assertiveness training.

Gail expects to have a good time, learn from others in the group.

There's a good warm feeling with the group, no feelings of dislike.

Talk about how passive/aggressive behavior is manipulative. It's appropriate to express thoughts and feelings (?!?!)

THIRD LESSON: COLORS, OBJECTS AND ANIMALS

We did a group activity to determine whether we were passive, aggressive, or assertive. We learned about "I" messages and how to express your own feelings.

Next class on "Stress Management," very interesting.

Thursday Afternoon Session: SUCCESS

There are success stories. One young lady tells of a broken engagement and being fired from a job. She decided to go on a mission. After a few years went back to school and got straight A's. After first year in school found out about financial aid. Was very successful in school and on job.

tells how first husband died, but she survived. She needed time to grieve and then put her life in order. Grieving can help heal. Counseling was also very helpful. Do it if you need it. Try another counselor.

talks about many myths that we are taught: (1) the right guy will come along. In reality, it's a miracle anyone stays married when you consider how well we make the choice. (2) The world is black or white, in reality it is mostly gray and not clear-cut. The most important things are our values. The most important thing in the world is physical and psychological survival. She tells how she had no credentials so she couldn't get through the front door, so she entered through the back door. After getting experience then you can improve your pay and work conditions. She suggests that you do what offsets your frustrations. Work should be a laughing place. It is important to be diversified with job skills so you can change jobs when the bottom falls out. She describes the inferiority complex she suffered from all her younger years.

She got her first job working for an airline, got married and started having children. Money was tight so she supplemented with home wares. After 13 children, she decided to enter real estate. Bought an apartment and learned how to do repairs and plumbing. Then worked at hairdressing, but lost a $5,000 business. Real estate again and made $8,000 profit. Then lost her real estate job for telling boss how to do things better. Finally has become successful in the bed and breakfast business. Some solid advice--give up TV and watch diet. Remember you have no where to go but up.

does lesson on AFFIRMATIVE ACTION

Explains how the term sexual harrassment came about and how women can and should deal with it. This can also occur in job interviews when inappropriate questions are asked.

DRESSING FOR SUCCESS ON A JOB:

Talks about the different distinct figure types and how to dress appropriately.

ASSERTIVENESS HOW TO USE "I" messages to build a relationship. Combined with good listening skills you can have good communication.

Non-verbal Cues are divided into three types--body language, voice, content. Although there will be congruent, homostatis and equilibrium. Remember that when you make assumption it is okay, but acting it out is another issue.

Sherry's story of switching from spanking to counting on her finger.

ASSERTIVENESS "LISTENING"
Remember the components of empathy, eye contact, response and body language.

Blocks to listening: distractions, counter argument, counter opinion, silent arguments, buzz words to push a button, assumption that they know what they are going to say.

Assertive Listening: give feedback, keep communication clear.

ASSERTIVENESS BILL OF RIGHTS:

Each person what they feel they have a right to do. Then they share it.

> My rights--to hell with housework, to go to school, to change mind.
> Right to own thoughts, opinions, to laugh.
> Right to personal choice to be single, impulsive or to feel sad.
> To have own value system, dream own dream, to be self, to lose control.
> Right to say no, to like self, to not apologize, to ask for things.
> Right to personal time, not feel guilt, make mistakes to values and opinions.
> Right to have feelings, emotions, own opinion, to take responsibility, express feelings and to make choices.
> Right to work when I want to, to be listened, to become what I want, to dream and have goals, to remain silent.
> Right to be myself, to love and to be loved, not to be logical, to good career, to think kids are good or brats.
> Right to do things on own time, to enjoy life and be crazy, to be creative, to be me without apologizing, right to not share.
> Right to choose not to share with class.
> Right to personal goals, to be foolish, not to feel guilty about others people's feelings, not to be manipulated.
> Right to discover who I am, to say no, not to feel guilty, to believe in self, to grieve.

RESUME--HOW TO WRITE:

How to deal with illegal questions in a job interview. The different types of resume.

ASSERTIVENESS TRAINING:

said she made a realization about her personal behavior, so she came to class all dressed up and looking good.

tells about how her husband always gives smart alec responses. She tried everything--walked away, get angry, etc. but nothing worked. One day she decided to use a smart alec response and her husband shut-up.

says that her brother accused her of causing her mother's death. She in turn told her brother that he had caused their father's death.

tells how her friend was killed in an auto accident. Sharon had taught this friend how to drive. She started thinking that if she had not taught the friend how to drive, none of this would have happened and feeling real guilty.

ASSERTIVENESS LESSON: DEALING WITH CRITICISM:

Some ideas on ways to handle aggression, especially because it usually comes by surprise.

tells story of her mother's put down about the color purple, which Gail loves to wear. Gail's husband doesn't like it either, it is a big source of contention. Gail doesn't want to be disrespective to her mother or husband.

sets dates to sit down and talk about problems.

relates experience with son where she was taking responsibility for his behavior. She started using "I" messages and was better able to discipline him because she wasn't always fighting. He said, "Mom, I am going to listen and it is okay if you spank me."

tells how at work they tell him they don't like his shirt and that he doesn't do anything right. During his training period as a meat cutter, they praised him but afterwards they started to criticize him. He was finally fired due to medical problems. We role-played a hypothetical situation where I was the boss and he was the custodian. The boss criticizes him and Junius has to respond. He kept saying that he didn't know what to say and he got very uncomfortable. I waited and waited for a response. Finally, I said, "You are thinking something. Now just put those thoughts into words." After 12 minutes I had to leave and Junius was very relieved.

JOB SERVICES: WIN--WORK INCENTIVE PROGRAM

Look for what is best for you. Use the marketing concept to sell yourself. The job interview is a business transaction. They are as interested in a good employee as you are in a good job.

GOAL SETTING: CAREER PLANNING

To get started on job: assess yourself, establish goals, select activities. Don't catch yourself saying "there is just no jobs or there is nothing available." It is a fallacy that only the skilled get the job. Discuss the most common job application and job interview mistakes.

PARENTING SKILLS BY GLEN JENSON:

Discuss the lack of good male role models. Talk about Warm Fuzzy and cold prickly. Scapegoats come about in the family from the parents' example.

THE WAY YOU FEEL ABOUT YOURSELF:

Must feel good about yourself first. Can result in serious depression and other serious personality deficits.

talks about her depression and how she used to feel like garbage.

Description of individuals with good self-esteem and those without. You must act the part that you are not until it becomes part of your personality. Describe some of the common putdowns that we hear from childhood and how that carries over into our own personality.

realized that she didn't like sitting around watching sports on TV so she did her own thing and listened to the radio. The next morning her husband asked her wha she was mad about.

went to Bear Lake with family. She kept using "I" messages and her family asked what was wrong with her.

s mother commented that after Lauri used "I" messages, that she thought she was growing up.

tells how her Grandma's class of 1923 had a motto "agree to disagree."

decided to exercise some of her rights of her Bill of Rights so she cleaned the kitchen and the bath and that was it.

told of inviting guests to dinner that came an hour late, she and her family already had eaten. She said, "I'm sorry, there must have been a misunderstanding. Dinner was at 6, but you are welcome to the leftovers."

told the story of a man that she worked with who felt that convalescent homes were good for older people. He was the only one in the group that felt this way and others were very unhappy with his ideas. He told that others were angry with him about the idea, but she told him he had a right to his own opinion.

has started to practice with "I" messages.

used "I" messages with her son and mother. Her mother queried what are you learning over there?

ASSERTIVENESS LESSON: HOW TO SAY NO

There are many blocks to assertiveness: fear, blaming, lack of practice, losing control of your own life. There is specific power and victim language.

ASSERTIVENESS:

Description of a victim and those that are powerful. Centering is the ability to focus in on me. How do I feel? Find a good time each day to center.

Discuss how personal power must be taken back once it is given away. and do an exercise to demonstrate this point. It is time to disengage when you are psychologically and physically tired.

HOW TO SAY NO WITHOUT REALLY FEEING GUILTY:

Do not make up excuses.

CLOSING EXERCISES:

Everyone has been asked to write down ten good things about themselves. Everyone is going around the room to compliment themselves and each other. Everyone, except two male participants.

Ogden Interviews and Field Notes

Interviews of Participants in the OWAVC
Living Skills Workshop

At the conclusion of workshop, March 14, 1986, 6 participants were asked to respond to the four general, open-ended questions as given at other centers: 1) Has this program helped you in reaching your goals? If so, explain. 2) What services (parts of the course) have you found most useful? 3) What services (parts of the course) have you found least useful? 4) How would you improve the program for future clients? The interview, lasting about 45 minutes, was given to the entire group.

1) Has this program helped you in reaching your goals? If so, explain. The participants were very positive about the program in general. Statements were made such as: "I can now make a goal," "I now know I'm not dumb," "I didn't know who I was or what I was supposed to be," "I was so scared," "I never thought I could, but now I can go to school." They felt that the biggest help from the program was in their attitudes. When asked more specifically about their goals, 3 of the six were enrolled in school, the others were either thinking about it or actively looking for work. One woman described her interest in going to Weber State for a masters degree. They described an interesting change in one of the women who was actively contributing her ideas in the evaluation that, "all she did for the first few days of this class was bawl." Perhaps, this best described the affect they felt with regard to their goals: in many ways the course had been more helpful in getting them to the state where they could begin to set goals rather than either to feel sorry for themselves or to feel stuck in an unchangeable set of circumstances.

2) What services (parts of the course) have you found most useful? In response to this question, they all expressed appreciation for the chance

of meeting with a group who had undergone or were undergoing the same type of difficulties. As one phrased it: "at first, I felt so sorry for myself; seeing others with the same problem has helped me get my feet back on the ground again." The parts of the course most often discussed was regarding the self-esteem and assertiveness and the feeling that "you don't have to apologize for the past." They also enjoyed the personality tests.

Special appreciation was expressed about Sherry. "Sherry's fantastic," "We really love her." When asked to describe what they meant, they responded by explaining that she was tremendously supportive and caring, but that she didn't "baby" them. While they felt they needed the support from the group at first, none of them expressed a felt dependence upon the group for the future. They were interested in following up with each other, but they felt that they were better prepared to handle their own individual situations on their own.

3) What services (parts of the course) have you found least useful? They were hesitant to describe anything in this category except one recent session about food budgeting. Most felt that it had provided little new or useful information.

4) How would you improve the program for future clients? In response to this question, several ideas were proposed. Several expressed a desire to meet one on one with the instructor. Some were somewhat confused about the financial support available for their future training or schooling through the program or elsewhere (and for how long it might be available). One expressed interest in hearing about the effects of divorce on children and another would like instruction in something like how to eliminate self-defeating behaviors.

Sherry Burkes provided the following list of reference materials currently being used in connection with the courses.

Emotional Survival Hafen & Brog
The Ultimate Secret of Total Self-confidence Robert Anthony
The Psychology of Winning Dennis Waitley
The Double Win Dennis Waitley
The Missing Piece Shel Silverstein
"Phoenix Institute Assertiveness Material"
"WSC Social Work 150 Course Material"
"Living Skills Manual"

Their schedule of course events in the next part of the year are as follows:

Living Skills	March 17-28	2:30-4:30 daily
Self Esteem/Assertiveness	April 1-11	2:30-4:30 daily
Living Skills	April 21-May 2	
Self Esteem/Assertiveness	May 5-16	
Living Skills	May 19-30	
Self Esteem/Assertiveness	June 2-6	

Interviews were also held with Sherry Burkes, director of the project, Nelle Stuart, the VISTA volunteer, and Mike Bouwhuis, Training Supervisor of the Center. Sherry discussed the up coming events, the materials used in the workshops, and the manner in which she perceived the project fitting into the rest of the activities at the center. They were finalizing the personnel for their governing board. She felt very much a part of the center and felt supported by the other services. She believed that the majority of the participants in the "Living Skills, and Assertiveness"

Workshops would be coming from students already enrolled. From this, I got the impression that the program in the Ogden area was configured not so much as an outreach (although they have contacted many women, and it should be mentioned what an important and competent contribution Nelle Stuart, the VISTA volunteer is making in this regard) social work type of program as a support program to vocational training. They felt that there were enough women already participating in the program at the center to supply the workshops and that as the project builds its reputation, they will be attracting women to the center and not just to the workshops. I frankly see this as one of its greatest strengths. To my mind, this is due to the competency of the project director in building the program into the basic administrative functions of the center as well as to the openness of the Center's administration for integrating the efforts so directly. Mike Bouwhuis was very complimentary of Sherry and her efforts as well as of the rest of the staff in seeing the importance of this program for contributing to this specific area of need. It will be interesting to see whether this attitude about the role of the displaced homemaker program will be maintained given more time.

Field Notes

5-19-86

Walked into class with instructor, Helen Mills and Linda Cavazinne with Job Services. It was 2:32 - two ladies were waiting. Room is well lit - windows open but still hot and no circulation. Introduction of instructor to us - Linda was not introduced. They didn't introduce us. Filled out some questionnaires. Introduction Linda - Talked about class - Dean Draney. Testing Social Skills. Interpersonal skills for environment. Intro - Helen Mills - WSC Producton.

1 - a friend - sent her . single -

2 - 3 children

3 - DHP -? 1 Child

4 - 6 children, 1 living with me. Vistis program explains Linda - Cavazinne - discussion

1 child - get to know self

Stress management - Relaxation - self affirmation - give self positive strokes - muscle group relaxation - condidentuality - keep information in class room. Skill of listening - coutesy of listening.

Rules:

OC - I feel a tenseness in taking class and field notes at the same time - but that is my problem.

Human Rights - Get acquainted with self. Talk about self worth - change attitude of "problem" to challenge.

Life Style Discuss - "Your Body Doesn't Lie" - book.

OC - Developing some reponse with class - opening up to class discussion - remarks from class.

Break at 3:27

3:40 - Relaxation tape - 4:07

Self - anaysis checklist.

Perception/wakeness - don't begin mental - illigetamate scepts

Victim - martyr, Rescuer - gives advice, Percuter - gossiper

Be an authentic peson

OC - instructor is going at a good pace to cover material. She has stammered, but she is getting in control with information she has to cover.

James -

1st game - flirting, jokes, socially accepted

2nd game - gossip - negative information about others

3rd game - damage property relationships

5-20-86

2:36 - I entered class with 2 other ladies - Just other ladies were talking and waiting for rest of class. Dean Draney is out of town. Helen is going to give tests for him.

OC - Room is warm - curtain drawn which keeps room cooler than yesterday. Room quite while taking 1st test.

2:53 - 2nd test

3:17 - Break - got population - stood outside while 2 smokers - sat and talked.

3:30 - Trans actional analysis. TA Basic structure of transactions if understand some things we do - perception of life.

Ego - part that interacts with environment.

Parent - demanding/critical or nurturing
Adult - logic (planning/reasoning), creative, intuition
Child - Feelings/emotions

developed by 3 years - script we follow.

Nurturing parent - helping, protective, permissive -

OC - I ? permissive with my own information we are just a small part of a big system. other influences

Demanding - judgemental, biased

Anger - admit it to yourself. "let yourself know that I'm pissed off." Accept emotions -

Emotions in general - rules for expressing them -

1) Genuine - express the one you are feeling
2) Express when they 1st happen
3) Beaware of variety of emotions negative, positive with varying intensities.
4) Feelings as a means to control others.\
5) Here and now emotion - don't load up and dump.
6) Covering and repressing.
7) Controlling emotion
8) disciplining

Own your emotions - myths about emotions.

1) feelings are involentary/ they happen without warning
2) feelings can be shared without someone else
3) feelings are caused by something outside us.
4) We can be responsible for someone elses feelings

> I asked about going into shock after a trauma like 2 days after a trauma. Somata form - body is reacting to the stress or that have not been thought out in mind. mind has.

4:15

I left to help a person who was trying to find administration building play games - value conflicts.

5-21-86

Got to class late because of clients in office - when I walked in Linda was teaching class because Helen had had her car towed away while they were at lunce - She is trying to retrive her car. Took a test (interest)

3:15 Break - till 3:30

3:25 - Linda doing her Job Service - class. Job interviews - appearence - clean and neat. arrive early.

Resume - or Data Sheet -

1 page data

talking to interviewer -

1) eye contact

2) don't fidget

3) keep it positive - give examples of successuss

4) body language

5) be honest

- what position -
- qualifies you for position?
- why did last job end?
- Reduction of force
- company without benefits - annual - sick leave
- tell me about self - hardworker - goals
- get letter of reference.
- knowledge about company
- starting salary
- weakest point - minimize
- ask questions - show interest posibility for advancement learn others

OC - Linda has great rapport - good information getting class involvement

5-22-86

2:30 - class comfortable - it ws dark. I turned lights on we took an esteem evaluation -

Helen needed some chalk - I left and got some.

2:50 - talking about values.

Life Value Positions

1) I'm okay - you're okay - mentally healthly (authentic)
2) I'm okay - you're not okay not okayness - rationalize - blame others
3) I'm not okay - you're okay - blames self - withdrawn - depression - suicidal
4) I'm not okay - you're not okay - fucility - suicide

Negative stamps - my ILAC - I told about ILAC Buttons.

Energy from the universe - becoming aware of the universe. definition of selected values so we can take the forced choice value inventory intrinsic - being comfortable with self.

extrinsic - stimulus froms - usually looking for a pay off - Support system are important

Emotional Health

Anxiety - ask these ???

1. Am I distroying the moment by concentrating on the furture?
2. Am I anxious because of exaggerating a problem or procrasting?
3. Is there anything I can do to allay (offset) the anxiety exp - finsih project started - keep a list a journal of yor feelings.
4. Make a phone call - Stay in the here and now - can not get anxious.

- external world.

tune into your senses - become aware of sights, sounds, adors around you.

verbalize - talk to self - here and now I am aware.

- Internal world - Body - skin muscles, breathing - heart beat

vebalize -

here and now I am aware - after becoming aware of external and internal

a) do I use some of my senses and not others?

b) do I ignore certain parts of my body.

if you didn't use all your senses etc. Do exercise again - pay close attention to the ignored part - Each time you feel anxiety (have a now experience) Pay attention to your breathing. exhale thoroughly 4-5 times breath softly - become really aware of all aspects of breathing ask ???

do you hold breath ? if so what are you holding back? exhalation is releasing try breathing more deeply.

use logic - problem solve what is going on in your life.

All social behavior is learned - it can also be unlearned.

Stress is a handicap

the Universe

What lies out there beyond our scope

illusions?

dreams:

a vail of hope?

Amid this universe so great, we question life - we question fate. Beyond those skies of gray or blue. That seem to shelter all we do. There lies a vision that's untold. Some fantasy we can't unfold, die. There lies a dream that we won't. Perhaps we're just living a lie. There lies eternity at best. To comfort those we put to rest. Perhaps it's not for us to know . If out there we'll find friend or foe. Perhaps the risks we take will take. If ther's a heaven or a hell.

4:15

Listen to tape on affirmation

The potential of being the best we can be.

5-23-86

2:40 - I was late - Helen has started class - Linda was with her.

Rules for expressing emotion:

1) genuine

I messge:

1) what has happened specific behavior

2) How I feel

3) How this affects me

discussion with all class members. everyone is participating.

Interpersonal - communication - Self disclosure (reasons not used)

1) hurt self or others

2) embarrassed

3) show our weaknesses/insecurities

4) family background

5) fear of knowing self

6) fear of closeness

7) fear of change

we should be special. everyone has strength and weakness. Hold values we may want to hold.

Appropriate Self - disclosure

1) amount - how much is being disclosed.

2) time- how much time do we spend self disclosing

3) depth fo self disclosure hown deep/ intimate/ personal is the information

4) the person talked to

5) the situation - under what conditions

Assertive- helps express value system.

Conflicts - are

1) unavoidable

2) neccessary

3) neither good nor bad

4) symptomatic of a problem.

OC - the class was well lit. It just dawned on me when Linda got up and walked out, that Helen:

	Helen		
Linda	1		
#1	#2	#3	#4(me)

I'm sitting - I ask if it was cold - they said no - I guess it's me - I think it's cold -

Conflicts can

1) increase understanding
2) prevent us from listening
3) strengthen relationships thru - confrontation and objective problem solving.

To solve problem.

1) set the stage
2) define the problem
3) both parties generate solutions alternatives
4) evaluate and choose mutually acceptable solution
5) Implement and evaluate the solution.

Use your "adult".

Who counts - 4 life positions

I'm not okay
I'm a victim

passive

I'm okay - you're not
persecutor

aggressive

I'm not okay
you're not okay

passive - aggressive

assertive

1) filtering -
   take negative and build on it - ignore positive
2) polarized thinking - blacak or white - no middle ground can not negotiate
3) mind reading
4) blame
5) shoulds
6) "yes out"
7) Let's you and him fight
8) See what you made me do
9) Up roar - (accuser and definder)
10) court room

Human Rights - Assertive Right Assertive

1) "I" messages
2) posture - open - convident
3) express feeling (emotion).
4) lack of apology for feeling expressed
5) eye contact
6) express the emotion felt.

7) Voice tone and volume - appropriate

5-27-86

lighting was good. Class was started when I got to class -

Assertvie behavior, Avoid.

1) Being passive

2) being agressive

3) being passive - aggressive Try to be

describe

express negotiate!!

specify

consequence

everybody counts.

3 crucial elements to negotiate

1) Information - what are your needs, conditions, personal characteristics - cost - respect etc

2) Time - deadlines, are of your own making, thus cna be changed.

3) Power - Personal power, negative or positive

not power over others but powers to go.

- start without immediate agreement.
- statement or problem is agreed. Talk about the same subject.
- don't ' "my way vs. your way

goal = to solve problem/to understand

- Analysis (problem) = Oral test - AG Assertiveness Quote
- become more assertvie when we learn to negotiate, Brainstorming -

- Game plan - for negotiation -

a - Establish trust

b - Obtain and exchange information

c - meet needs of all parties

d - Get an agreement on statement of problem.

e - consider the ideas and goals of all parties

f - transform the relationship into collaboration

g - consider the items one at a time. But don't fail to see the interaction between items.

open door - hot in room

h - Take a moderate risk

i - get his/her help

5-27-86

Reacting Vs. Relating

Reacting

1. feel inadequate, inferior, incompetent, hurt, unworthy.

feelings = reacting behaviors.

aggression - physical-verbal gesture, resistence, impatience, overly kind over accomodating)

defensiveness - projection, of blame - excuses, denial, forgetting, reacting in opposite manner

withdrawal - silence, leaving, avoiding, escape

negative cycle

negative feeling

failure

withdrawal

defense

aggression

Relating

1. feel - adequate, competant, equal to theirs, worthy and successful.

   feelings = reacting behaviors

   a. acceptance of the other person and his behavior unconditionally - he/she is what he/she is at this moment.
   b. understanding - the persons's behavior and attitude leads to more acceptance and effective relationship.
   c. communication - leads to better understanding and more acceptance

   positive cycle

   positive feelings
   success
   communication
   acceptance
   understanding

You are what you do!

3:26 - Break - 3:47

Funcational things parents can do for their children:

a. take a look at your behavior to see what you are modeling.
b. watch the games and the degree of okayness that we model.
c. firm, fair and consistent discipline with lots of love TLC
d. stroke children in positive ways for learning self-discipline
e. separate the deed from the doer - punish the behavior not the self-concept

Origins of our scripts

a. experiential - traumatics experiences that leave an impact.
b. cultural - those norms that are already set up in our society.
c. familial - the parental messages (child internalizes-into)

1. personality and behaviors
2. types of stroking (-or+)
3. touch and recognition
4. child's first name

Verbal Messages

Stress:

distress - negative

eustress - positive

Physical exercise

endophine - brisk walk times -> neg. cons. - early in AM or after rainstorm

Meditation - high lfie energy ->

Coping and Stress - paper in packet

5/28/86, 3:10

Class was rearranged - hot window open, blinds drawn, lights on

When I walked in Aden stated that I was late-what was my excuse-did I think anything was more important than being here on time. Didn't I have a commitment to be here. Yes I did make a commitment but I was with someone that I thought information was important to get.

-Break-

Stayed outside - working with a handout - Rational Self-Analysis

5/19/86, 2:30

Class started at 2:30. She assigned each of us a topic and left us to get a 5 minute presentation. My topic explains: 1) assertive behavior - give example and rules, 2) Handling Emotions, 3) Self disclusore, 4) Reacting Behavior. to talk about it, it reinforces it into our conscious mind. oc. Good input with this - class is relating well with each other. Career Advice -> Read article from Cosmopoliton - Be yourself -

authentic.

6/2/86

Sherry rearranged seating so we were closer - some informal talking. Ask us to evaluate Helen's teaching and subject matter.

emotions, talking about feelings

How to handle stress

assertivenes - express feelings when they happen.

self disclosure - things to do

1. deal with nager - negative feelings
2. assertiveness

time frame - 2 weeks - yes

Becoming aware of more options

Get to know each other better

car -> Barracuda "340" "Eagle"

Best movie and why - South Pacific

music and with mom and dad - Romancing the Stone

flower - orchid = color - lavander, purple

unique - special - rare - delicate

1a. Cougar - fits personality

b. Return to Bountiful and Short Curcuit

c. indian paint brush

2a. Pontiac Sunbird - small not flashy

b. Officer and a Gentleman

c. geraniums

3a. fiero, spider - sporty

b. Excalibur - love and committment - friendship

c. peach roses

4. me

oc - good feelings - self esteem handout

3:30, break, 3:40 - Building Self Esteem

2a. Physical - lose 10-15 #

   be more consistent in exercises

   eat better

   smile, wink, twinkle in eye

B. Social

C. Intellectual ->

D. Emotional ->

3a. Self talk

   Behaviors ->

   feekubgs -> positive and good things

B. Evaluation

   Write two - I am _____ _____ (positive)

   I am a good person.

   I am a good mother.

Enjoy the here and now.

I like where I'm at right now.

C. ->

D. ->

4a. opportunities ->

B.

C.

5a. Set priorities

B. establish goals

C. take action ->

6.

6/3/86

waited for on student.

we have anotehr student that took the "Y" part - now zxshe is in DHP's part with Sherry

doing an exercise on "little peaks" and "little highs"

OC. The room has air conditioning, it is nice.

Share time with the handout.

Positive experiences fo our lives.

Sherry told us about the "Eagle Story"

"Total Self-Confidnece" - lecture

from the book - level of awareness and what you think is what you are.

I can't be anymore than I am at this morning.

Expectations that will not be realities cause problems.

Accept the reality of the moment.

Share time -> problem solving

options - be strong

6/4/86

Assertive Communication

Stereo-type femine Woman

A - is not - aggression

A is - open choices

    two-way-equal ->

    not controlling others

    not magic

    personal power - in control

Key Assumptions - Phoenix

Inst. Book

Styles of Comm.

1. Aggressive
   - Controlling power
   - loud
   - physical acting out, violent, explosive
   - domineering
   - bossy
   - thoughtless
   - pushy
   - rude
   - always be right
   - interrupt
   - honest and direct but closed
   - very controlling
   - loose/loose "you"
2. Passive - "we"
   - withdrawn
   - quiet
   - doormat
   - sacrificing/martyr
   - "sweet"
   - insecure
   - timid   loose/loose
   - helpless
   - apologetic
   - victum
   - dishonest/indirect-controlling/closed

Passive/Aggressive

- manipulative - "they, them"
- two-faced
- double messages
- dishonest
- confusing
- message indirect
- sarcastic
- devious
- phoney
- malicious
- user
- con man
- unaware - makes it hard to help someone
- dishonest/indirect/closed/controlling
- loose/loose

Assertive

- confident
- self-esteem
- honest
- direct/open/real
- secure
- considerate
- centered
- appropriate
- clear (room is too cool-cold)

responsible
flexibel
negotiate
competent
honest/open/direct/2way
win/win "I"

Break

went outside to get warm-talked and had some good casual share time.

"I," "You" and "We" messages.
(went outside because of the cold room) OE-let's go outside
thinking and feeling

6/5/86

UWCA evaluation
Bobbie Jones from the "Y" took the evaluation
The class room is cold
speaker - 1) what I think about being a woman, 2) what I feel about being a woman
Body language - congerent with message.

3:15

Dean Drainy - evaluate
Strong - Campbell test
Career planning

1. What do I do well?
   be with people
   work with things
   show empathey

Realistic

Investigative

Artistic

Social

Enterprising

Conventional - structured way

Price Field Notes

FIELDNOTES

Date 2/ 18/ 86 Class S L M Observer Michelle C. Time 10:00 A.M.

Instructor: Sherril Burge
Speaker: Lynn Ravsten, Psychologist
Topic: Interpersonal Relationships

OC: The speaker and topic were very well received by the group.

Dr. Ravsten discussed the different positions of power within the family hierarchy, and how it effects you if you feel no sense of power. He gave handouts for everyone to participate in (enclosed). A great deal of discussion was held by the class on their families.

OC: This was a very good opening to begin this class. The people seem comfortable with each other.

After class the instructor stayed to visit with a couple of women who had a hard time coming out. One in particular was so frightened that she was unable to give her name and I noticed another member of the group openly offering her support and she never met the other womam before today.

1:00 P.M. This afternoon the instructor had the group draw their own life line. She also drew one. She had each member stand in front of the class to explain what theirs meant. Most of the students were afraid but about 1 minute into their presentations seemed to overcome their fears.

OC: This was very effective except for the one lady who would not talk. It looks like it's going to be a good class.

Homework - Due 2/ 19/ 86
Turn in a list of ten (10) things you are good at doing.

Class was held in the Career Center today.

FIELDNOTES

Date 2/ 19/ 86 Class S L M Observer Michelle C. Time 10:00 A.M.

Instructor: Sherril Burge
Held in: Gold Room

The instructor started the class in the Assertiveness Workbook this morning (enclosed). For 2 hours they discussed what assertiveness is and how it can help them.

Homework assignments were handed in and discussed. The instructor talked with the class about why some of them found it difficult to write down the things that they are good at doing. This led to more discussion on assertiveness.

The afternoon was spent discussing stress management and centering.

Homework - Due 2/ 20/ 86
Write down ten (10) things I would like to do before I die.

OC: Class went very well, everyone was involved including the lady who was so afraid the first day. The students started to pair up as friends once the group work was finished.

2nd day

This is a course in

ASSERTIVE BEHAVIOR

It's about COMMUNICATION.

Examining techniques of communication in relationships with others and in my relationship with myself.

It's about CHOICES.

Examining choices made and alternatives available.

It's about PERSONAL POWER.

Examining my power.

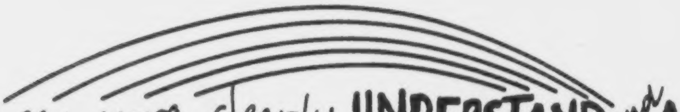
It's about FEELINGS.

Allowing myself feelings and expressing to others what my feelings are.

Why become Assertive?

I can **MOVE** from feeling trapped to feeling in control of my life

I can **DISCOVER** communication tools for acting in my own behalf.



I can more clearly **UNDERSTAND** and **APPRECIATE** myself... my feelings, my power, my choices.

I can **CREATE** satisfying, equal relationships with others by learning ways to express how I feel and who I am.

WORD LIST DESCRIBING FOUR BASIC KINDS OF COMMUNICAT

Passive	Aggressive	Passive/Aggressive	Assertive
self-pitying	insisting	grudge carrying	clear
victim	dominating	resentful	direct
apologetic	pushy	spiteful	aware
self-punishing	rude	dishonest	spontaneous
'doormat'	overbearing	bitter	energized
injured	domineering	gossipy	powerful
avoiding	overpowering	malicious	moving
giving in	violent	revengeful	real
giving up	loud	unaware	honest
withdrawn	destructive	manipulative	responsible for se
unresponsive	hostile	double messages	open
sacrificing	superior	indignant	choosing
acquiescing	bossy	cynical	appropriate
inhibited	mean	two-faced	negotiating
unexpressive	thoughtless	indirect	listening
no eye contact	threatening	phony	confident
retreating	explosive	confusing	centered
ignoring	'right'	confused	well-bodied
'sweet'	ridiculing	sarcastic	expressive
crying	contemptuous	sulky	coping
helpless	belittling	uneasy	flexible
anxious	inconsiderate	fearful	confrontive
humiliated	'preachy'	anxious	vital
insecure	harsh	late	in control of self
timid	punishing	insulted	considering
self-denying	invading	devious	competent
martyred	interrupting	condescending	relaxed
STUCK	STUCK	STUCK	MOVING!

ASSERTIVE COMMUNICATION is a clear and open expression of thoughts and feelings that involves making free choices and offering free choices to others. It means exploring and creating alternatives. It means stating one's thoughts and feelings and inviting the other person to do the same. Assertiveness means knowing about personal rights and personal power, and the way rights and power work within relationships and organizations.

AGGRESSIVE COMMUNICATION like assertive communication, may be honest and direct. But unlike assertiveness, where the aim is to open up communication, aggressive communication aims to promote or advance the speaker's aims at the expense of the receiver's: a win/lose situation. This is one-way communication; the speaker aims to control, invade, dominate, and take advantage of the other person.

PASSIVE/AGGRESSIVE COMMUNICATION manipulates the other, allowing the speaker to gain the advantage indirectly. The passive/aggressive communicator aims at covert control by hiding intentions and misleading the listener. This is an example of one-way communication: a win/lose situation. The speaker tries to win by manipulating the listener with indirect and dishonest communication.

PASSIVE COMMUNICATION lets another invade, control, or take advantage of the speaker. In passive communication, the speaker defers to the other, putting aside her or his thoughts or feelings. Passive communication is a good example of a lose/lose situation. Both parties lose: the speaker doesn't communicate directly and openly, withholding information about wants and desires. The other doesn't have the information needed to respond assertively.

FIELDNOTES

Date 2/ 20/ 86 Class S L M Observer Michelle C. Time 10:00 A.

OC: There was a lot of class participation. The speaker was very well accepted.

OC: This looked like a good tool to get them thinking about their future plans.

Instructor: Sherril Burge
Speaker: Michelle Fleck
Topic: Math Anxiety

The speaker explained about all the math classes offered here at the college including the preparation math classes (non-credit), and the 100 and above math classes (credit). I sensed a great deal of relief from the women as most of them thought that they would have to take classes they were not ready for.

The instructor went over the homework assignments. Everyone enjoyed this part and were laughing at what some of them wanted.

1:00 P.M. - The class took a tour of the campus this afternoon.

FIELDNOTES

Date 2/24/86 Class S L M Observer Michelle C. Time 10:00 A.M.

Instructor: Sherril Burge
Speaker: Trish Ravesten from JTPA
Topic: Personal Power

Discussion was held on Campus tours. Everyone seemed excited and positive about it. They learned about all the buildings.

Trish gave a lot of examples about personal power, whether you are married or not not. Class seems very comfortable with her. She was able to really get them to talk about power.

OC: The class was in good spirits today. Everything went smoothly.

1:00 P.M. Instructor worked on self image.

Homework - 2/25/86

Write about their least favorite body part, in Assertive Workbook, page 53.

FIELDNOTES

Date 2/25/86 Class S L M Observer Michelle C. Time 10:00 A.M.

Instructor: Sherril Burge
Speaker: Coleen Quigley and Sandra Snyder
Topic: Tests

The students took a A.B.C. Test at the Learning Center (2 hours).

Worked out of Assertive Workbook, pages 12-13. (Copy enclosed)

✓

This space for listing as many words or phrases as I can think of to describe being:

AGGRESSIVE

colors: ____________________

____

____

____

____

animals: ____________________

____

____

____

____

actions: ____________________

____

____

____

____

other words: ____________________

____

____

____

PASSIVE

colors: ____________________

____

____

____

____

animals: ____________________

____

____

____

____

actions: ____________________

____

____

____

____

other words: ____________________

____

____

____

✓

More word or phrase descriptions:

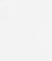
PASSIVE/AGGRESSIVE

colors:

animals:

actions:

other words:



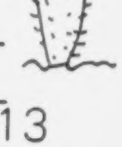
ASSERTIVE

colors:

animals:

actions:

other words:



FIELDNOTES

Date 2/26/86 Class S L M Observer Michelle C. Time 10:00 A.M.

Instructor: Sherril Burge
Speaker: Mary Helen Powell
Topic: All English classes below 100 in CEU Catalogue

She discussed all the English classes below 100 in the CEU Catalogue. She also explaned the different degrees of education. The women were very interested. They asked quite a few questions.

1:00 P.M. They discussed their homework from 2/24/86 on their least favorite body part. This brought a lot of laughter and discussion and lots of positive came back on the negative.

FIELDNOTES

Date 3/4/86 Class S L M Observer Michelle C. Time 10:00 A.M.

Instructor: Sherril Burge

Topic: Review tests with the results

Each student left individually to have test results reviewed and explained. The students seemed excited and oppomistic abouth the test results. A lot of time was spent discussing the classes they wanted to take to reach their goals. Even the ones with below average scores in Math or English seemed ready to take prepatory classes.

OC: IT turned out to be a very good day for everyone.

A lot of teasing and laughter went on. After people were hugging the ones that were scared, saying "We knew you could do it."

1:00 P.M. - We all went to the Computer Lab to observe.

FIELDNOTES

Date 3-5-86 Class S L M Observer Michelle C. Time 10:00 A.M.

Instructor: Sherril Burge
Speaker: Kathy Painter, Job Placement; CEU
Topic: Job Preparation

Gave a two (2) hour lecture on job preparation, how to do a resume, and how to dress for an interview, what to expect from an interview, and got them ready for next day interviews.

OC: She is an excellent instructor. The women took excellent notes and she handed out examples and study information.

Speaker: Carol Rogers, Vocational Rehabilitation
Time: 1:00 P.M.

Talked about body language and the way you give non-verbal communication.

OC: Everyone had a good time.

The students did a lot of role playing. Even the shyest students were involved. They were amazed in what

FIELDNOTES

Date 3/6/86 Class S L M Observer Michelle C. Time 10:00 A.M.

Instructor: Sherril Burge

Topic: Job Interview Preparation

Today was a special day for the class. They were all dressed up. They practiced interviews and talked about self image and how good it made them feel in taking a positive step by going to school or finding a job.

The class celebrated by going to lunch at the Matedor. Everyone enjoyed themselves. After lunch they went to Job Service to be interviewed by Dave Clark. Each interview was video taped. The women were really nervous, but they enjoyed it. Everyone participated and seemed proud when it was over.

Everyone got to review the tape. They all felt good about themselves.

FIELDNOTES

Date 3/10/86 Class S L M Observer Michelle C. Time 10:00 A.M.

Instructor: Sherril Burge
Speaker: Margret Sidwell Taylor, Attorney
Topic: Planning for the Future

Margret told the students the story about how she became an attorney and all the things she did before she went to school and how she called on her inner strength to her through, while she was a self-support of her self.

1:00 P.M. - Went to Womens Shelter and discussed the Cinderella Complex and that you don't need a man to get ahead. Everyone felt that it was a great day.

FIELDNOTES

Date 3/11/86 Class S L M Observer Michelle C. Time 10:00 A.M.

Instructor: Sherril Burge
Speaker: Lynn Ravesten
Topic: Parenting

Lynn gave a lot of hints on how to be a good responsive parent and how to say "NO". There was a lot of class discussion and some of the women made appointments to get further personal counseling to work out family problems.

1:00 P.M. - Henning Olsen from the business depatment came in and discussed budgeting. The women got a lot of good ideas and seemed to take a lot of notes.

FIELDNOTES

Date 3/12/86 Class S L M Observer Michelle C. Time 10:00 A.M.

Instructor: Sherril Burge

10:00 A.M. - Follow-up on Lynn Ravesten lecture on parenting and saying an Assertive No, and being an assertive listener.

11:00 - Gerry Neis, Electronics instructor, talked about the field of electronics, the need for women in this field, the type of pay expected and the jobs.

Two women seemed very interested. Some of the others felt like he talked over their heads because of their lack of experience.

OC: The teacher indicated after class that he has a hard time explaining to a class with no knowledge about electronics.

1:00 P.M. - Marlyn Lema, Attorney at Law

OC: Everyone seemed very pleased with the speaker.

Discussed questions women want to ask an attorney and Law as a field for women. Questions were asked on wills, divorce, custody. Class ran overtime.

FIELDNOTES

Date 3/13/86 Class S L M Observer Michelle C. Time 10:00 A.M.

Instructor: Sherril Burge

Today we helped women register for classes in Spring quarter.

June Cline from Financial Aids office came to help girls fill out applications for funding through their office after registration.

1:00 P.M. Rick Manard, from Four Corners Mental Health, came in and talked about Stress Management.

FIELDNOTES

Date 3/17/86 Class S L M Observer Michelle C. Time

Instructor: Sherril Burge

10:00 A.M. Video tape from Four Corners Mental Health "When I Say No, I Feel Guilty", viewed by students in class in the Science Building.

1:00 P.M. - Films on Polygamy in Utah and also on outstanding women was viewed.

FIELDNOTES

Date 3/18/86 Class S L M Observer Michelle C. Time 10:00 A.M.

Instructor: Sherril Burge

Evaluations were given out in the morning and graduation was held. Vegetable tray and punch were served in the Alumni Room. Speaker TRish Ravesten, CHairman of Advisory Board. Dr. Michael Peterson also made remarks. Students were all given Certificate of Achievement.

This was an outstanding group. Mixed feelings were expressed because the class wsas over and students realized that it was time to move forward.

Provo Interviews and Field Notes

Interviews at UTC Provo, December 1985

A. LeGrand Richards

At the conclusion of seminar, 12 participants were asked to respond to four general, open-ended questions: 1) Has this program helped you in reaching your goals? If so, explain. 2) What services (parts of the course) have you found most useful? 3) What services (parts of the course) have you found least useful? 4) How would you improve the program for future clients? Of course, following up questions were asked to encourage them to elaborate as much as possible. The average interview was approximately 10-15 minutes.

It should be noted at the outset that the participants were very positive in their general assessments of the program. Even when they were discussing areas which were not especially helpful or useful to them, they very often expressed that the aspect of the course was done very well, but that for a particular reason, it was not especially helpful.

1) Has this program helped you in reaching your goals? If so explain. In response to this question, general responses were typically given to the overall impact of the course. The most common response referred to a change in basic attitude toward life and their situations. Seven of the twelve specifically responded with statements describing increased self-confidence and/or feeling of direction. Typical statements included: "It helped me get in touch with my feelings." "I'm getting on my feet again." "I feel like I'm going somewhere instead of just existing." "I can have control over my life." "I am not limited in any way and am O.K." "I'm hopeful now about the future and not so afraid of it." Most of those responding (8 of the 12) were either currently enrolled in some vocational or educational training or believed they would be soon (the next

semester or term). Of the remaining, family situations currently make this option difficult or they are working. Several expressed confusion about definite career goals or directions. Several also expressed how grateful they were to be able to associate with other women in a similar situation and for the support and association they felt from the rest of the group as well as the insights shared by others.

2) What services (parts of the course) have you found most useful? That which was described as most helpful tended to vary according to the particular situation. Nine of the respondents immediately referred to the value of the assertiveness. Several of those with young children mentioned that the section on parenting was very helpful. One was especially grateful for the job assessment information; two thought that the financial was informative; another was especially impressed with the counseling which was made available. Several discussed how much they looked forward to exercising with the group and how disappointed they were when it was discontinued.

3) What services (parts of the course) have you found least useful? The most common (5) reponse to this item was some reference to the financial section. They enjoyed the personality of the instructor but felt that it was either too long, too complicated ("over my head-- I haven't filled out a tax return"), or not readily applicable to their situations ("I'm trying to scrape enough to get by, I don't have enough to even think about investments." "I needed a step by step outline of a budget." "How do I meet my needs without enough money.") One who was interested in going to school was not interested in the vocational areas (job interviews, resumes, etc.) Another who had raised 9 children already was not particularly interested in the parenting. Two respondents did not care for the exercises, one because she just doesn't like them adding, "but this is

the least distasteful of any I've done," the other was already involved in an exercise program. Two others didn't like the part about dressing for success: one just didn't agree with it, the other thought it "seemed far fetched for someone struggling to get by from day to day." One women described a session when children were in attendance which seemed very distractive to her.

4) How would you improve the program for future clients? Several thought that even more assertiveness training would be helpful. Others would like more specific focus of career guidance (i.e., more input from people in the job market, some basic skill training or brush up on typing, word processing, more help in individual career options, job interviewing, etc. --one women explained that her friend stopped coming because she wanted some concrete skill training.) One women thought that participants seemed to put down make-up, hair, and grooming which she thought could enhance the self-image and professional acceptance of participants. Others discussed that they would like more individual counseling and help with particular needs such as interviewing skills, fashion consultation, walking them through a budget, how to find a job, what other community services are available, etc. Two women thought that it would have been very helpful to have a lawyer come of whom they could ask questions. Several others would like to have some kind of continuing support group until they felt "somewhat established."

FIELD NOTES

Date: 4/10/86 Class: Parenting Starting Time 1:00 p.m.
Teacher: Linda Barlow Ending Time 4:00 p.m.

I walked in and found a seat. The room is comfortable, although a bit warm. Chairs and tables are in a circle and we can see each others faces, so the setting promotes group discussion.

Linda began by explaining her own philosophy of parenting: some ideas come from reading; others from experience. There is no rigid set of rules. She then asked several questions for discussion: 1) What is the difference between discipline and punishment? 2) How do you set the rules? A variety of responses came from H, P, Ka, and Kr.

OC: Most of the comments come from these four. A few others participate once in a while: Su, Sa, T, and D.

Linda then listed Games Parents Play, Games Children Play, information concerning psychological position of children and that influence, and basic areas of building a positive relationship.

OC: A couple of women easily respond in discussion with tangent thoughts. All responses are accepted and yet Linda can then draw them back on track.

We also participated in a written self-evaluation--answering questions yes or no on how we each discipline, leaning toward reward or punishment. After class was excused P asked about a specific concern of hers: How do I resolve the conflict my husband (disabled) and I are experiencing because I am getting out and trying to enter the job market and be assertive when he thinks I am adapting a feminist attitude? Linda directed the answers, but several in the class responded. The discussion brought out: 1) You cannot rescue him; he must do that himself and 2) You are trying to make a responsible decision.

OC: All comments were supportive. Many women in this group feel similar conflicts as they seek to take responsibility for their decisions and their lives. This last exchange was a rewarding ending to the class.

FIELD NOTES

Date: 4/16/86 Class: Personal Power Time: 1-4 p.m.

Teacher: Linda Barlow

I walked into class on time. Only 6 others--all do not say much in class--are here. Class total at the end is 16.

Linda read several quotes: We are not held back by what we are, but by what we think we are. Z. Zigler Success and happiness are determined by what I think, what I feel, and what I do. You get what you focus on. H: asked why she did a certain thing. Linda gave her back her question--why?

OC: Linda does not think for other people. She says I don t know and asks them why.

Linda continued saying we should write our goals down. An unwritten goal is only a wish. They should be in present tense and positive: I can do this, not I have to do this. D: Women at Diet Center who pictured themselves thin and thought that, wrote it down, actually lost weight, whereas those who did not,did not lose.

Linda asked, What happens when you put yourself in the victim role? Self fulfilling: Dolly Doormat. How do we give away our power? Responses written on board: 1) Let other people make your decisions. 2) Taking or owning other people's responsibilities. 3) Body language. 4) Socialization--Power is God-given right of men, not women. D and Ka--tangents about cooking and children. Linda: It is OK to be capable, OK to be as smart as men, OK to say "I did it good."
Plan your destiny. Victim language: I cannot, I should, hopefully, yes, but. . . Produces feelings: responses from class: trapped, frustrated, angry.
Positive language: I want, I accept, I will, I choose. . . Produces feelings: responses from all class members: greater freedom, communication is better. L: I feel I can do it, but I am dealing with my husband's feelings. He is saying, Am I not capable of taking care of my family? Kr: You will have to work it out. Ka2: Are you owning his responsibility? Linda: honest communication. I have seen assertiveness save a lot of marriages, I have never seen it ruin a good marriage. H: personal example of using victim language and then positive language in a courtroom situation. P: personal example of using "I" messages in home situation. T: I feel conflict using these words--being selfish, manipulative. KR: manipulation ceases.

Linda passed around a mirror--look at that person eyeball to eyeball. Some laughed, one woman made faces. Assignment: At least once a day, look in the mirror and repeat out loud: You are Beautiful, I will take care of you. (I will do those things that will be best for me).
Ka: personal experience S: I am not comfortable with I will take care of you--I would like to be taken care of. D: But I think she (Linda) means not letting people step on you is taking care of you.

Linda drew a problem solving curve on the board. L: personal experience about recent job interview that looked good, but she s not sure she feels good about--so am I back to possibility thinking? T: similar personal experience, but had strength to turn it down and has always been glad--BUT it was scarey at the time.

Linda has two of us role play--once using negative thinking--wanting a raise, but talking herself out of it, and once using positive thinking to get it. We are our own worst enemies. Kr: How much can you ask for? Utah County is depressed area. I cannot move. Linda: I will not accept I cannot. Kr: Well, I choose not be move. Ka: Example of Kennecott-- We will pay comparable to other jobs in Utah,(even though same job in Arizona gets twice as much.) Linda: You can upgrade and get better pay if you want. P: This state, city, will spend a dollar to save a penny. Kr: Then I guess I will be frustrated if I choose Utah. ***Positive comments from several of the class: You will do it, make it work, figure out what to do--T, D, & S.
Linda: You can get whatever you want in life if you will help others get what they want. Zigler

In closing Linda drew a square divided into sixteen smaller suuares? How many squares? We said sixteen until she started showing us the other possibilities--actually 27 total. When you begin to look at the same problem differently, you get different possibilities, different answers.

OC: Personally this class was a high point for me. I am accepting of the potential power of positive thinking, but to this point had not had it laid out so effectively. Perhaps because I had been questioning what to put into my mind when getting rid or negative thoughts, it was an especially sensitive teaching moment for me.

FIELD NOTES

Date: 4/17/86 Class: Finance Time: 1-4 p.m.

Teacher: Mitch Long

Mitch introduced himself and said he was here to teach to class usually taught by someone else--the person who wrote the manual that will be provided (when Linda? Linda: next Thursday), called Financial Planning for Women.

OC: He seems nervous--a bit outnumbered.

Asked, What is financial planning? Responses--a budget, control, what you do on a daily basis with money. D: Not everything costs money. You can barter. Kr: But ultimately what you barter at some time cost someone money. D: It can be given to you . . .Pressing The Issue. P: Without money, we haven't any freedom--trapped feeling.

Mitch: The text will be a resource tool as well as a text. First let us look at the pyramidal structure for financial planning. The foundation--emergency reserves--what does this include? Responses: health insurance, food supply, savings (3-6 months), home owners insurance, auto insurance, disability insurance (expensive--see if company providés, need to get noncancellable guaranteed renewable, 3 out of 10 workers age 30 to 65 will be disables once for more than 90 days.), life insurance.

You need to ask yourself: What kind of person am I? Manager--weighs needs against money or Spender? What kind of budget will work for what type of person I am.

Question about car insurance--what is minimum? 20/40/10. Much better to get 50/100/50. Umbrella policy for about $100/year

Mitch: Another problem is eliminating consumer debt. Plastic surgery--cut up credit cards, avoid credit card buying. D: But you can count the interest on your tax form. Mitch: What are justifiable debts: 1) shelter, 2) transportation, 3) education. How much debt should you incur? 20% of net pay. If inflation is high then only 15-16% of net pay--independent of home.

OC: This class was mainly information giving. Mitch dealt with questions and seems knowledgeable. Once he said he did not worry much about his credit rating. But he does not have to and he will never be a divorced female head of household either. I wonder how his wife's credit rating is?

FIELD NOTES

Date: 4/22/86 Class: Job Careers Time: 1-4 p.m.
Teacher: Holly Tilton

I walked in a little late--1:15 p.m. Sixteen were in attendance by the end of class.

Holly is handing out worksheets--some for us to fill out now and discuss--others to take home and complete. Worksheet #1 Career Stereotypes. H: Are we looking for differences between? No. H: What if we don't like either occupation? Holly: It is not as important whether you like it or not as that you choose which of the two careers you would prefer. D: story about doctor. Holly: This worksheet helps you see if you want to be in control; if you are ready to take charge. What is difference between doctor and nurse? Responses: costs more money and takes more schooling to become a doctor. Holly: Also more RISK. We can assist our children by exposing them to all types of experiences, i.e. football for girls and boys.

Worksheet #2 What are you really saying? Holly: Look at your own behavior to see if unconsciously you are reinforcing stereotyping of males and females.

Worksheet #3 Expectations - Planning to Win. Holly: It depends a lot on your point of view whether or not what you are doing is difficult or a growing experience. D: personal experience with hard times. D again: Can we not have our husband s goals be our goals? Support them in their success? L: I felt I had to do motherhood and be a wife perfectly and I am tired of doing it all, but I feel guilty if I'm not doing it. D: Important to give children choices.

OC: L's question not addressed by class and Holly must go on. She is really struggling in this class to be heard. Must talk to her after class.

Holly: We need to target and overcome fears.

OC: I have fears and I can tell L has fears. Others in this class must who just are not saying anything right now. How do I overcome? Am reading Prospering Woman by Dr. Ruth Ross with some specific answers to that very question. I must read about that tonight and talk to L about it.

Worksheet #4 My Winning Strengths and Worksheet #5 Abilities, Aptitudes, and Interests handed out to do at home for next week. Holly tried to get a tape going for us to listen to, but it did not work. She told us the story briefly about walking a beam placed on the floor and then between two buildings for $1000. Would we do it? **The choices we make are determined by the risks you are willing to take. Worksheet #5 Rules for Self-Confidence. D: personal experience of fear. Holly went down through the list on this page, stopped at #4 and suggested we change the word confronter to: be a problem-solver. Other comments from Ka, Kr, and T.

We then took out a piece of paper and Holly wrote some words on the board for us to figure out. All things are not as they appear.

OC: No one is ever put down for a comment. Teachers portray attitude of acceptance, in this class also. But, they will not rescue anyone either which is painful, but good.

D: personal experience with Pres. Tanner.

Holly: Goal-setting is planning. It is the key to success. You are going to plan for the career you want. There are three types of goals: 1) short-term--1 day to 6 months, 2) intermediate--present to 1 year, and 3) long range--present to 5 years. An unwritten goal is only a wish. H: Can a goal be to support a husband in his work or school?

OC: We ran out of time on that one. Talked to L and Kr afterward about class and what needs they felt were not being fulfilled. Information is very good, but both these ladies are feeling the teachers are saying it is so cut and dried. Go out and do this and this will happen. Where is the understanding for the specifics of each situation? How do we deal with the fears and guilt and confusion we feel? I think that the understanding and willingness to take time must come from each of us to each other. L had to leave before exercise class, so I will call her tonight.

P.S. I did find her phone number and called her. We will talk more after class tomorrow.

FIELD NOTES

Date: 4/22/86 Class: Fitness & Exercise Time: 3-4 p.m.

Teacher: Diane Carson

This class will be every Tuesday for an hour in room 117 SC. On Thursdays Ardene teaches us the hula. Ten of us stayed for this class.

Diane introduced herself and told how she became involved with Better Jobs for Women. She helps set up life skills classes and teaches low impact aerobics. She has also written the text for the class called Women and Health.

She had us all write down our expectations for the class. Responses included: fun, something I would continue, better muscle tone, stress reduction, knowledge, develop more energy.

She asked what women's fears were at turn of the century. Responses: infectious diseases--TB, polio. . . What are fears today? Responses: cardiovascular, cancer, diabetes--which are degenerative, chronic. Research has determined wellness factors are: 20% determined by genetics, 15% determined by environmental, 10% determined by medical advances, and 55% determined by personal choice of life style. What gives us energy? Oxygen. Had each person share major health concern.

The rest of the class was lecture. From Bailey, Fit or Fat--personal fitness is lost exercising only two days, maintained exercising 3-5 days and increased exercising 6 days a week. We want to gear this class toward what you want, emphasizing four areas: physical fitness, nutrition, stressmanagement, and personal and community self help. Four objectives of aerobic program include: flexibility, fat reduction, strength, and cardiovascular fitness. Key words are freuuency--3-5 days, intensity--60-75%, and duration--20-25 minutes at peak.

OC: This lady is delightful to listen to and I am interested in what kind of exercising she is suggesting because I have a recurring back problem. I wonder how many will come.

FIELD NOTES

Date: 4/30/86 Class: Assertiveness Time: 1-4 p.m.

Teacher: Anita Bradford

I walked in late today. Class discussion has already started. Anita has written on the board: Criticism is any (unsolicited) statement that is negative. We will be talking about criticism and put-downs.

At this point of the discussion Anita said that this class is wonderful at being able to sidetrack her. Going on . . . Because of socialization, women go from parent-child to husband-wife and give their power away. Three critical relationships: 1) parent-child, 2) employer-employee, and 3) teacher-student. Parent-child changes as we grow up to adult-adult and husband and wife should also be adult-adult. How do we get our power back? By becoming centered. Anita asked for responses as to who we are? Somewhere I am a self--all roles are directed by "self". Responses from class: I am--a mother, helpmeet, creative, loyal, whole, a person, Ka, a mother, afraid, me, a wife. H: confused and frustrated about answering the question. Anita: the incident describes you as having a great deal of curiosity. Now for this week I want you to practice suspending judgement. Do not use value statements: should, ought, or have to. Become an observer of your behavior.

OC: Discussion at this point was delightful. Anita shared an experience of being in a gay bar, Suzi another about being with some punks, Kristine shared an experience with prostitutes, and Kathryn shared a personal experience with her step father. Harvelym decided she was judging herself in a particular situation. It seems all were assessing certain situations and evaluating whether or not they had been judgmental. I am sure others of us were evaluating silently as each story was told.

Anita ended with an experience of rooming with a witch when she was in Greece. Life is wonderful and you meet many remarkable people. Our view of life determines how we feel about things. Thoughts are only a part of us. If we are centered, we control our thoughts.

We next tried an experiment. Anita had us get completely relaxed, shut our eyes, take a deep breath, and when exhaling let all the tensions flow out of your body. Take an inward journey; find center of your physical self. Responses: head, heart, chest, neck, stomack, etc. Sh: What if you have two? What if you do not know? Anita: Part of you is new, part is old. Changes are coming very rapidly; it is OK to be this way.

OC: This lady is never stumped with any question. I can see that this centering is going to take some more practice.

Anita: Next assignment is to get used to this center and use it. When you find yourself in an unsettling situation, put hand over center spot and be still until you become conscious of the warmth of your hand. Then say to yourself, "I am in charge". Then you speak.

OC: I see lots of wheels turning inside of heads. We rarely do what she is saying. I am always reacting to what is going around me without stopping to think.

Anita then writes on the board two types of criticisms: real and ridiculous and how to respond to each one. S and Ha: what is the difference between validate and justify. Anita: When you justify you are using victim language and when you validate you give yourself a compliment. Anytime you are left wondering, then it is a put-down.

S: experience with tennis partner. Anita: Yes, it was a criticism.

OC: Some of us are reacting to feedback from Anita--even though the discussion right now is between Anita and one other class member. The nice thing about this class is that you can see each others eyes. Interesting to watch. Some I can identify a questioning look, others a understanding look. We respond to each other through our eyes even though we are not talking. Linda is also watching eyes for responses. I can tell she can read me whereas some of the class members cannot.

H: Personal situation with neighbor? Anita: Where is your center? It is all over the neighborhood. I will not identify that for you--you go home and figure it out.

OC: Again--intent body language from class. We are all very much a part of this discussion. We are all drawn in emotionally. Perhaps this will open more of us up.

Role play Sh and S: "You are not a good cook." Anita: Practice it again. Look her in the eye. Notice Sh. What is her body language showing? "You run away from problems." Anita: Practice it again and shorten it. Look her in the eye. Turn your body around. Practice it again. Notice a difference? Shorten it again. Notice body language, and eye contact. If the criticism comes back again a third time, just cut it off. Sh: I feel as if I am talking with ex-husband.

Role play again--Pa and Ha: "You are destroying your children." Notice eye contact and body language. The shorter your response the better. How is Ha reacting? Now switch. "You have a split personality." Anita: Ha, find your center. Notice body language. Practice it again and shorten it. Look her in the eye. Say it again. What is happening? Ha: This feels good--really good. Anita: be honest, not defensive. Ha: these classes are so good for me. I would never have gotten this kind of help back in Colorado. I have to try this with my attorney. Anita: Be aware it will take practice to absorb it all. The more you are willing to risk and practice, the more you will learn.

OC: What a powerful class this has been. Partly because two more from this class were willing to open up in front of the rest of us. We were all feeling what was happening to each person as they role played the criticisms. The lights really went on for Sh and Ha. L and I talked for a minute afterwards about the experience. She felt the same way I did. I know Anita did not get through her material again today, but the interaction was well worth the time spent.

FIELD NOTES

Date: 5/8/86 Class: Finance Time: 1-4 p.m.
Teacher: Mitch Long

On time! By 1:15 there were 8 of us here plus Linda. Kristine came. I called her last week, because I really missed having her in this class. She is teaching a basic finance class to a group of homemakers. When Mitch makes blanket statements, she can suggest another point of view or bring some data into class that helps us in our particular situations.

Mitch reviewed daily balance, low balance, FIFO, and LIFO, the Rule of 72--and how to apply it to inflation. For example, if inflation is 8%, the cost of goods would double in 9 years.

OC: The discussion today was much more open. Lots of comments and questions. Mitch was much more at ease with the ebb and flow. Those of us who have come every time are getting more used to him. He is getting exposed to some different sides of life from this group and is asking what we think more often.

Mitch explained briefly about CD, Mutual Funds, and Money-Market Funds. Again, class discussion and interaction. Tami is back again. One main idea is that investment money is what you have beyond emergency reserves. Some of us are a year plus away from what he is talking about.

Following along in the book, pretty much, Mitch then asked about why we should set goals.

OC: Blanket statement again: "I don't think it is all that important." We set goals to change.

Linda: Your life is going to change, so you just as well have some say about how or which direction you are going. The book says 1) to list family goals, 2) divide into categories--1 year, 2-3 years, 5 years, 5+ years. (Kristine whispered to me that in the beginning it is good to have 1 month, 6 month, and 1 year goals for successful experiences.), 3) prioritize, and 4) estimate cost in today's dollars to achieve each goal.

OC: This class was much more congenial; it helped to have Kristine here to help answer questions.

FIELD NOTES

Date: 5/13/86 Class: Toughlove Time: 1-4 p.m.

Teacher: Pat Mosher

On time, expecting workshop on writing resumes, but that will wait until next week. Eleven present today. Once it was figured out who was really going to do what, Pat introduced herself by saying: "children are the joy and misery of life." (Lots of nods.) She shared her own personal experience briefly about having 2 sons on drugs. Most parents do not want to believe it is happening here. Life boils down to being responsible. You need to believe you are a good parent and that children are also responsible for their own decisions.

We then watched a video presentation called Toughlove .

The film brought emotion and tears to most of the class. Some are experiencing problems with their own teenagers experimenting with or being on drugs.

OC: Personally I felt this was an excellent film. I have heard about drug problems in this area, but had not known of any resource for information or support. My oldest is 10 and will be in fifth grade next year, but I have heard that the Junior High he will attend will already be a place of easy access to drugs.

Pat: Love takes toughness. Tami: But can t we help our children so they will not have to go through what the young man in the film did? Pat: You cannot change your children--you can only change yourself. Ka: What can I do now? Get involved. If you have some concerns about your children and their self-esteem. Especially watch for bad attitudes. We are not good in America at prevention. Most parents you see involved, do so after their son/daughter is already on drugs.

OC: A timely presentation. I can accept that there is a bit of experimentation and that wires get crossed sometimes. I talked with Kristine for just a minute. She is going through the STEP program with her son and recommended a book for reference.

FIELD NOTES

Date: May 2, 16, & 23, 1986 Class: Exercise (Hula) 1-4 p.m.

Teacher: Ardene

This class is every Thursday from 3-4 p.m. The first class had most of us in attendance, but from then on class participation has been five or less. Several feel they do not have time for it. For at least one it is more stressful to try to do it and is not relaxing at all, so they avoid it. Ardene is very positive and explains each step well and demonstrates with slow hand, foot, and hip movements.

OC: I understand that having the class was an experiment, but how does it really help me? It does get my heart rate up. Why don t I like it? It is not relaxing or something I would continue beyond the class. It doesn t help me feel any better about myself or increase my self-awareness. The last time of class it was more important for me to walk out with one class member and talk about her feelings, than to stay and work on the hula, so for me it was not a high priority and easily missed.

FIELD NOTES

Date: 5/20/86 Class: Career Training 1-4 p.m.
Teacher: Holly Tilson

There are eight of us here for class today. What has happened to D, H, Ha, T, M, P, and S? Our classes have dwindled down to about five with a maximum of eight once in a while.

We were introduced to Carrie Eyre who is a professional in writing resumes who will be available by personal appointment to help each one of us.

Holly then gave us some do's and don'ts about resumes: We should use the workbook and include the management and business skills we have developed in our homes. 80% of jobs in this area are filled by word of mouth. References need to be listed separately; but have available. Interviews are learning experiences; the more you do the better.

L: Why not put references on? Holly: Very private information, it is better given out after first interview; also gives opportunity to have some more communication with employer. After interview send handwritten thank-you note and drop by later and leave references. Learn how to play the game well.

Kr: Explained how job service does it differently. Holly: Too aggressive. Linda: Why do you say not to call a prospective employer? Holly: Just more aggressive. Kr: No, just assertive.

OC: I sense some class members frustration in Holly's classes. Sometimes they have a hard time accepting what she says, because she seems too put together--and they feel put down in her presence. Was she ever in this position? Did she ever get turned down for a job? Did she ever feel insecure? Did she have to deal with a husband's unemployment or disability? And yet if she got where she is without all this, why can't we be glad for her and just accept her the way she is along with the information she shares? Perhaps these undercurrent feelings are also those of envy.

We then became involved individually with the rewriting and writing of our own personal resumes and personal references. Holly and Linda helped with individual questions.

OC: I can see this will take more than one class period to get a working resume. As usual we get much practical information and more ideas than we can absorb all at once. There is some homework and personal effort required. This class has changed my view of a resume and I hope to get one of my own developed that gives me some flexibility to specify my own training and experience.

FIELD NOTES

Date: 5/20/86 · Class: Exercise & Nutrition 1-4 p.m.

Teacher: Diane Carson

Diane showed us The Sugar Film : sugar is more than a food, has no nutritive value and can be addicting. Most advertising is misleading with regard to sugar. A person today consumes 129 pounds of sugar a year. 75% of sugar we eat is hidden in processed foods.

OC: I am very glad to hear some sgraight facts about sugar. I have cut down, but need to do better. Diane gave us a self contract for sugar--to set a goal to reduce consumption. One problem I see is that women rely continually more and more on processed foods because of the time savings. To avoid sugar, you have to cook more from scratch.

Diane then talked about stress management and some books that are available. Ask ourselves: What can I do to deal with stress in my life? What causes stress for me? Learn to relax and some stress can be eliminated. She had us to a neck massage for each other. L: It hurts me to have my neck rubbed--may relate back to some child abuse I experienced. Touch causes me to tense up. Diane: There are other relaxation methods, like the deep relaxation breathing Anita did with you.

OC: I regret we could not have all the information and contact with Diane we might have had. I feel her class was so worthwhile and wish we could have learned the low-inpact aerobics exercises better. We really needed it twice a week. She tries to give us more information, but cannot fit it all into 50 minutes. I think more would have attended if she could have been here twice a week.

Salt Lake Field Notes

FEBRUARY 18, 1986

9:25 When I arrived, four participants were already seated and talking quietly among themselves. Five other participants came in shortly afterward, and after helping themselves to coffee, sat down and joined in the conversation. The Facilitator came out of her office and greeted everyone individually before she went over the morning's schedule. She explained that today was "Personal Grooming Day," and introduced the first presenter, Deane, as a Beauty Consultant for Beauty for All Seasons. She went on to say that Deane would give the group tips on pulling together a total "look" using clothing, make-up, and accessories.

Deane began her presentation by explaining that it is often very difficult to tell if you are overdressed or underdressed, and when your "look" is right for whatever occupation you're going into. She deals with five specific areas in her capacity as an image consultant: color, make-up, styles, saving time and money through wardrobe building, and a point system to determine if you're dressed appropriately in different situations. Deane then invited the group to participate by saying, "This is going to be very informal and fun. Please feel free to ask questions at any time."

9:45 The first topic she addressed involved finding the most flattering colors. She mentioned that it is important to wear colors that match skin undertones and that these colors must be in harmony with eye and hair color as well as complexion. She explained the color system she uses divides people into seasons. Summer and Winter complexions have blue undertones, while Autumn and Spring complexions are more golden. She used swatches of fabric and held them up to different participants to demonstrate how colors that were not flattering on some looked attractive on others.

OC: It was obvious to me from comments made by participants at this point of the discussion that concern about appropriate dress during school was as important to many as what to wear on a job interview. Many women were concerned that their clothes were outdated or either too dressy or too casual for a classroom setting. I overheard one woman say that the major reason she kept putting off registering for school was was her fear of looking out of place or outlandish. The discussion really warmed up as participants freely discussed these fears while Deane was demonstrating how different color groupings were organized.

Deane suggested to the group that, rather than wearing clothing that reflects their moods, they should ask themselves four questions: "Where am I going today? What am I doing? Who am I meeting? What do I want to accomplish?" She recommended darker colors for job interviews as studies have shown that this makes people appear more authoritative or knowledgeable in in most business settings.

10:00 Deane then covered wardrobe building and how to modify an out-of-date wardrobe by phasing out individual pieces that don't work. She then discussed how accessories, fabric styles and prints should match body build in order to avoid incongruity. She called on various members of the group to demonstrate which fabric patterns looked best on different physiques. She added that it is important for each person to work within her personality when buying new clothes. She handed out a self-help questionnaire to help participants determine which clothing types would best match their personalities and body types.

10:30 Deane then invited everyone to ask questions. Many of the women expressed concern about being able to put together an appropriate interviewing outfit after completing school. The Facilitator mentioned that the Women's Resource Center was aware that this presented a problem for people in job search, and that they were putting together a "Clothing Exchange" to help remedy that.

OC: The level of group participation remained very high during Deane's presentation. While P2, P7, P5 and P3 participated the most, everyone present was involved in the discussion at some point. The session appeared to be a nice break from the more serious topics presented and provided the group with an opportunity to interact more among themselves.

10:45 The Facilitator and group members thanked Deane for her presentation, and Deane invited everyone to contact her if they would be interested in a more in-depth individual or group consultation. The Facilitator invited everyone to take a break for a few minutes as the next presenter scheduled had not yet arrived. She chatted with some of the group members while others went upstairs to the cafeteria.

Page 3

11:05 The Facilitator introduced Cal, a Self-Sufficiency Group Facilitator for the Provo area Office of Community Operations. Cal began his presentation by discussing human potential and the role of "self talk" in shaping and forming attitudes and a person's self-image. He used the blackboard to illustrate the relationships between these concepts. Cal: "When I say self-image, what do you think of?" P6: "How you see yourself?" Cal: "Okay, when I say self-esteem, what do you think of?" No response. Cal: "How about how I value myself? So, we start with a blank slate basically. We all have a great deal of potential. How does this get clouded through the years? Really, a lot has to do with the negatives we're exposed to in our lives. It's hard for us to discover our real potential." He went on to talk about how many employers interview people who cannot identify their own skills or strengths, or even say why they should be hired. He also discussed how it is often not acceptable in society to say, 'I'm not good at this or that.'

11:15 He then asked the group participants to define 'attitudes.' P5: "Doubting yourself." P4: "Thoughts or feelings." P2: "Isn't it more the way we look at life? People in general?" P10: "It influences the way we do things." Cal: "So attitudes can be thoughts and behaviors. One way to look at an attitude is as a habit of thought. That's a definition from an expert named Tyce.

OC: It appeared to me that many of the group participants seemed somewhat reserved at the beginning of Cal's presentation. They had been extremely animated before he began the discussion, and for the first ten minutes nearly everyone was non-participatory. By 11:15, however, he had almost the entire group involved in the topic as everyone began to appear more relaxed. Cal is obviously an expert group facilitator. He utilized a training as opposed to a teaching style during his presentation by encouraging participants to respond to questions. He reacted to their answers in a consistently positive and non-judgmental manner.

11:25 Cal: "Really, the most valuable thing you can learn from any school or institution is self-awareness--what I learn about me. According to Tyce, when we have negative attitudes, we are moving away from our goals. When our attitudes are positive, it is because we are moving toward our goals."

He then elaborated on how people make value judgments about traits that are not necessarily good or bad in themselves. He illustrated this point with a personal example. He said that he had been extremely shy in school and had not performed well on his IQ test. He had been labelled "dumb" by his teacher and never performed well academically until he was in college. He said, "What that teacher had done was "dump garbage on my potential." P8: "When did you realize that you weren't dumb?" P2: Something had to happen to change the way you felt about yourself." Cal: "What happened was that events occurred that changed my attitudes about myself, and then things finally began to happen for me. It's like being willing to take risks following a divorce. At first is seems really frightening to face all the changes in your world following a separation. A lot of times your self-esteem can be nearly shot after an experience like that. But, one by one you begin to tackle those challenges, and eventually, after you've got a few successes behind you, you find you can regain your self-confidence. In other words, attitudes change and then behavior can follow. So, let's say after a divorce a person begins to withdraw. How do you free that potential back up? First, look at attitudes. I need to be aware of who I am and what I'm telling myself." He used the board to draw a diagram he defined as "windows of potential that describe awareness." He said this diagram is called the "Joeharry Window" after the first names of its inventors.

Available Me: I and others know.	Private Self: I know. Others' don't know.
I don't know. Others do know.	I don't know. Others don't know.

The group participated in a discussion about the diagram and what kinds of information might fit into the different boxes. Cal mentioned that as the 'available me' box grows to fill more of the square, the other boxes shrink. When this happens we feel more vital, healthier and better about ourselves and who we are.

11:40 Cal continued, "So, how do you discover who you are? One thing you can do is a simple exercise. You say, 'I am ten different ways'; in other words, describe yourself without using roles, such as 'I am a mother or student.'" He wrote the exercise on the board:

Physical
Mental
Social
Emotional
Spiritual.

"Now come up with two statements about each of these aspects of your life." He asked the participants to write their statements down for their own reference. "The next time you have some quiet time to yourself, take out these statements, and turn them into 'I am becoming' statements. Repeat this exercise twice a day if you can, and try to visualize or get a picture of yourself in your mind as you say each one. This process is called 'affirmation' and it can be a simple way to boost your own self-confidence. Lifestyle planning and goals are not successful until you know who you are and what you want to do with that."

OC: The group's interest and animation was evident throughout the discussion. Everyone was taking notes and none of the participants were "subgrouping" or breaking up into smaller discussion groups during the presentation.

11:50 P4: "I've seen people do a complete turnaround from when they were growing up." She related a story about her son, who always hated sports when he was little, but had become a real athlete in high school. Cal: "People can change and do it all the time. This affirmation process is one method of changing. It's simply a statement plus a visualization or picture. It's through repeating this process over and over that it can become a means of developing new attitudes. Remember, you are your own authority. Contact your thoughts at least twice a day--three if you can--when you are in a relaxed state." He then advised the group, "Don't let go of your goals--let go of your attitudes that are keeping you from your goals. Then let anyone tell you that a test can tell you what you can become. It can only tell you where you're at right now. He wished everyone success in pursuing their goals.

12:05 Facilitator: Are there any more questions for Cal? P2: I listen to cassette tapes on positive thinking and I think those can be a good affirmation process. Do you think they're of any use? Cal: " Absolutely. As a matter of fact, I know of quite a few worthwhile cassette series that have books you can get to go with them. I'd be happy recommend some if you give me a call." He thanked the group again and left.

12:15 Facilitator: "Let's go ahead and go over the logistics for tomorrow for Citizen's Day at the Legislature. She went over the agenda, and the group enthusiastically brainstormed topics they hoped to bring up with their legislators. The Facilitator made sure that everyone had satisfactory arrangements made for rides and day care for the event, and asked if there were any other questions or concerns before dismissing the group for the day.

OC: The Facilitator had scheduled her support group to attend this annual Utah Issues-sponsored event to enable the participants to get a feel for the vital role that legislators play in making funds available for programs that affect displaced homemakers. The Facilitator feels it is important for the program to be flexible enough to offer group participants, many of whom have been isolated for long periods of time, opportunities to become involved in the community as they begin to discover that they're not "all alone out there."

Color & Image Consultant
231 East 2100 South [illegible] C
Salt Lake City, [illegible] 4115
(801) 484-[illegible]

PERSONALITY EXPRESSION

CHECK THE PHRASES THAT DESCRIBE YOU BEST:

BUILD

____ ROUNDED, FEMININE FIGURE, FULL BUST, ROUNDED HIPS, SLIM WAIST, "HOUR GLASS" FIGURE

____ SMALL BONES, COMPACT, WELL-COORDINATED, CAN BE SLENDER BUT NOT FRAGILE, STURDY, NOT LARGE

____ SMALL-BONED, DAINTY, DELICATE-LOOKING, GENTLY ROUNDED FIGURE

____ ANGULAR, SLENDER, MODEL-TYPE

____ STRONG, ATHLETIC APPEARANCE, BROAD SHOULDERS, "OUTDOOR TYPE"

____ SOFTENED, DRAMATIC, AVERAGE, WELL-BALANCED FIGURE

HEAD AND FACE CONTOUR

____ BEAUTIFUL, LONG-LASHED ALLURING EYES, SOFTENED, ROUNDED FEATURES

____ ROUNDED CHEEKS AND CHIN, NATURAL HAPPY FACE

____ ROUNDED, DELICATE, DIMPLED, FINE-BONED

____ FLAT PLANES, HIGH CHEEK BONES, STRONG, PROMINENT, SHARPLY DEFINED

____ BROAD OR LONG FACE, WIDE FOREHEAD, SQUARE JAW, FRECKLED, NATURAL LOOK

____ AVERAGE REGULAR FEATURES, WELL-SHAPED, NOT EXTREME

OVER-ALL EXPRESSION

____ SOPHISTICATED, FORMAL, ALOOF, DIGNIFIED, RESERVED, SELF-ASSURED

____ FREE, EASY, FRANK, OPEN, FRIENDLY, RELAXED, CASUAL, VIGOROUS

____ FLIRTATIOUS, CHARMINGLY FEMININE, GRACEFUL, "BEAUTY-QUEEN" TYPE

____ FRIENDLY, PERKY, BUBBLY, TWINKLING, FREE, YOUNG AT HEART

____ YOUTHFUL, GRACEFUL, SPARKLING, DAINTY, OPPOSITE OF DRAMATIC

____ POISED, WELL-MANNERED, CONVENTIONAL, GRACIOUS, LADY-LIKE

PERSONALITY EXPRESSION KEY WORDS

CHECK THE WORDS WHICH RELATE TO YOU:

ACTIVE
DARING
SPIRITED
FRIENDLY
OUTSPOKEN
FLIRTATIOUS
NAIVE
DAINTY
CASUAL
ZESTFUL
LIGHT-HEARTED
SINCERE
MISCHIEVOUS
PERKY
BOYISH
PRINCESS-LIKE
ANIMATED
OUT-GOING
FRANK
OPEN
YOUTHFUL
GRACIOUS
REGAL
IDEALISTIC
SOFT-SPOKEN
CHARMING

ELEGANT
SWEET
FLAMBOYANT
SPICY
HIGH-SPIRITED
CONFIDENT
ENERGETIC
FREE AND EASY
MELLOW
BEWITCHING
PRECISE
MAJESTIC
CONTOLLED
DIGNIFIED
EXTREME
EXOTIC
REFINED
EXTRAVAGANT
SOPHISTICATED
DRAMATIC
DELICATE
LUXURIOUS
TRANQUIL
ORGANIZED
PURELY FEMININE
INVITING

YES	NO	
____	____	I CONSIDER MYSELF AN "EASY-GOING" PERSON.
____	____	I PREFER A SPORTING EVENT TO AN INTIMATE DINNER.
____	____	I PREFER A CASUAL TO A FORMAL FEELING IN THE DECOR OF MY HOME
____	____	I PREFER THE OVAL SHAPE TO THE SQUARE
____	____	PEOPLE HAVE ALWAYS FOUND IT EASY TO TALK TO ME.
____	____	I PREFER RUFFLES AND FRILLS TO PLAIN.

PERSONALITY EXPRESSION

CHECK THE PHRASES YOU PREFER:

STYLES
- SEVERE, STRAIGHT LINES
- SOFT, STRAIGHT LINES
- BOUFFANT, CRISP LINES
- BILLOWY, BLOUSY
- CLINGY

DETAIL
- CONTRASTING TRIM; PIPING AND BUTTONS
- CRISP, STAND-UP RUFFLES
- SOFT RUFFLES, FLOUNCES
- PLEATS
- SOFT PLEATS OR FOLDS
- BOWS
- SILK FLOWERS
- LACE
- FUR TRIM

FABRIC
- SHINY
- MATTE
- SMOOTH
- ROUGH
- FINELY TEXTURED
- NUBBY

HAIR
- CASUAL, WINDBLOWN
- SOFT CURLS
- CONTROLLED CURVES
- TIGHT CURVES
- STRAIGHT
- HIGH FASHION
- CONSERVATIVE

MAKE-UP
- MINIMAL
- MODERATE
- ELABORATE

MARCH 6, 1986

9:30 The support group was held in a classroom in the Technology Building today due to the noise level in the Student Center from some construction activity on the lower floor. The first presenter waited a few minutes to give all the participants adequate time to locate the room. The group memters already present chatted easily among themselves as the latecomers arrived and found seats.

9:40 The Facilitator greeted everyone and introduced Betty, a Placement Specialist from Professional Recruiters. Betty began by talking briefly about her work background. She had been in sales for two years, managed a photography studio, and managed and kept the books for various beauty salons before being hired by Professional Recruiters. Betty: "You may not realize it now, but almost every skill you've ever learned anywhere works out in the business world." She discussed how it is often difficult for people to separate job tasks and duties from what their skills are when developing a resume. As an example she talked about various skills a waitresss needs on the job, such as being organized and having good communication skills. A common mistake people make on resumes is describing specific job duties instead of these types of abilities. She added that people limit themselves by appearing not to be versatile as a consequence. She further illustrated her point by showing that the skills she utilizes in all her jobs--accounting, management, recruitment--are interrelated.

OC: A wide range of age groups are represented among the participants today. The youngest member is around twenty, while some of the older partiipants are probably in their late fifties or early sixties. It is also quite a large group (twenty-one). In my judgment, a much larger group than this would probably result in more of a classroom-type atmosphere than a support group. The Facilitator had commented to me earlier that she was surprised at the large number of referrals they had received already this month.

9:50 Betty mentioned that she noticed how often women attribute their good fortune to luck rather than giving themselves credit for their diligence, hard work, and skills. She feels that women need to take another look at themselves betore attributing their successes to luck.

She handed out sample job resumes and discussed how past short-term employment (3-6 months) can often end up being a handicap. Betty utilized the blackboard to show how resumes that list employment chronologically can unnecessarily draw attention to short-term employment simply by the way they are formatted. She demonstrated how a functional resume format is usually better for most people. When drawing up a resume, she advised participants to list what they want the interviewer to notice about them first (education, for example, if there is not an impressive work history). She defines resumes as sales tools or as a way of marketing oneself to potential employer. She added that a resume should be as unique as the person using it.

OC: Betty handled the somewhat awkward room situation quite well. She has a natural, informal presentation style. The group appeared to be relaxed and attentive.

10:00 Betty went on to discuss the importance of non-verbal communication or body language during job interviews. She mentioned that job interviewing is where most job applicants either make or break their chances for getting hired. She added that it is important to focus on what you know and leave personal problems at home. Betty: "Personal stuff just gets in your way during the interview. Don't bring it with you." As an example, she mentioned that she had worked with a secretary who had been employed at a hospital for years, but had decided to find a clerical position outside the medical field. "The problem with her resume," according to Betty, "was that it was full of blood and X-rays rather than her clerical skills. It's in expressing who you are that your attitudes show up," she added.

10:15 Betty suggested that it is better to describe personal characteristics in terms of actions rather than adjectives, such as honest or self-motivated. P9 brought up that it is often who you know rather than what you can do that matters in a hiring situation. Betty agreed with her and the group discussed the importance of networking to job seekers. P16: "Another difficulty I've had is that people take one look at my application and say, 'Oh, you've just been at home for two years.' It's real intimidating." Betty suggested that a good way of re-entering the workforce is to register at one or two temporary agencies. Then it is legitimate to list that experience on a resume as "short-term employment while seeking career position." That way noticeable gaps in work history can be eliminated, or at least made less obvious.

Page 3

OC: Group interaction was very high throughout the discussion. Despite the classroom setting, participants felt free to make comments and ask questions without raising their hands. Most participants were taking notes.

10:25 Betty suggested that working for family members could also be considered short-term employment on a resume. P5 asked about volunteer work. Betty said she thought it would be more professional to list skills learned rather than focus on volunteer activities--unless they are directly related to the job for which you are applying. She went on to suggest that volunteer experience could be placed under the heading "Additional Experience," and positioned at the bottom of the resume. P7: "Where does two years of school fit in on a resume?" Betty emphasized that since resumes are a marketing tool, skills, experience and education should all be considered assets. Betty: The mistake people often make is setting themselves up so that they have to defend themselves in the interview. Use your resume to draw attention to the items that you want focused on during the interview. Everybody has some blocks--some excess baggage they're carrying around. But you don't want to draw the interviewer's attention to it."

10:40 Facilitator: "The Y.W.C.A. has a job-hunting workshop specifically designed for single parents that I've heard is really enjoyable. One of the things they deal with is helping women to be less passive during job interviews. Many of us are brought up to feel like we're not being polite if we draw attention to our strong points." P18: "In two years, when we're through school, can we all come back and get refreshed on what we've learned today?" Betty: "If you incorporate what we've talked about today when you re-enter the work force, you can make the whole ball game work for you." P9: "I've done nothing but be a mother for 24 years, and I'm sure I'm carrying around a lot of baggage. I'll need to remember to leave it home before my next interview." P2: "It's hard to go sell yourself if you're shy, and it's hard not to take rejection personally." Betty: "You can market yourself well once you've mastered a few tricks of the trade. Don't spend a lot of money for fancy, gutless, professionally done resumes. All you need is a resume that says what you want to say about you." P14 asked some questions about job references, and the group participated in a brief discussion around this topic.

OC: The topic presented today was one that nearly all of the group participants had experienced some anxiety about in the past. Some had never worked outside the home; others had been out of the labor market for two or more years. Judging from comments overheard, everyone seemed to feel more confident about their abilities to use job search techniques in order to market themselves effectively.

10:55 P16 aked Betty if she felt that sex discrimination still existed in the business world. Betty: "I feel like we're moving, and there have been a lot of breakthroughs, buy we're not there yet." P20 asked, "How far back do prospective employers go when they're calling former employers?" Betty: "Tell the employer who you want contacted. You want to hand in a one-page reference sheet with your one-page resume." This launched the group into a deeper discussion regarding references. Betty wrapped up the discussion by summarizing key points, and thanked group members for their participation. The Facilitator invited everyone to visit with Betty during the fifteen-minute break. Participants thanked her individually, and Betty handed out business cards to those who requested them. One woman commented: "You're an answer to what I've been struggling with." Many of the participants chatted with the Facilitator during the break and discussed individual goals they hoped to pursue upon completion of the WUPS support group.

11:30 The Facilitator introduced the next Presenter, Gwen Burns, from Granite School Disrict's Adult Education Program. Gwen began by explaining that she has an office at Utah Technical College in the Technology Building, and wrote her home phone number on the board as well. She encouraged everyone to contact her for information about high schoool diplomas and GED requirements, as many employers screen out applicants who have neither. She explained that a diploma or GED equivalent is a tool to help people get where they want to go, and added that people are often stunned to find out how close they really are to graduating. She outlined state requirements for credits on the blackboard, and demonstrated how classes could substitute for requirements within different categories, i.e. speech or drama as a substitute for some English credits. Gwen went on to say, "As of now, adults are required to complete 16 credits in order to graduate. What does it tell an employer when you have a diploma? That you can work with others, that you were there when you were suppored to be, that you completed something, and that you've mastered the basics."

11:45 Next Gwen discussed GED Certificates. The GED consists of five separate examinations. It is necessary to receive an average score of 45 in order to pass, and no test score can be below 40. P11: "Can a GED count toward your high school diploma?" Gwen: "If you pass your GED, it can count five credits towards a diploma. Other things can count as well. If you come in to see me, what I'll do first is send for your transcripts from wherever you attended high school. You can receive a credit for working six months on a full-time job. Additional training may count, too. You cannot graduate, however, until your high school class has graduated. It's never too late to get your diploma. We graduate many people in their 60's and 70's. There is no age limit." P10: "Can classes we take here at Utah Tech count?" Gwen explained that credit hours passed in college can easily translate into high school credits.

11:50 Gwen discussed the Developmental Studies program at Utah Technical College, and how credits earned in this program can apply toward a diploma as well. She used the blackboard to illustrate how 3.25 high school credits could be earned through one quarter of Developmental Studies. P6 asked her to elaborate more about work experience credits. Betty: "What I'll do is confirm with employers that you worked full-time for at least six consecutive months. You can earn up to four high school credits that way. People are often shocked to see how close they actually are after all their experience and training is added up."

OC: Judging from comments overheard during Gwen's presentation, I would estimate that approximately 1/2 of the women present did not have a diploma or GED. Gwen's explanations were clear and easy to follow. I heard more than one participant say that she intended to pass this information on to friends.

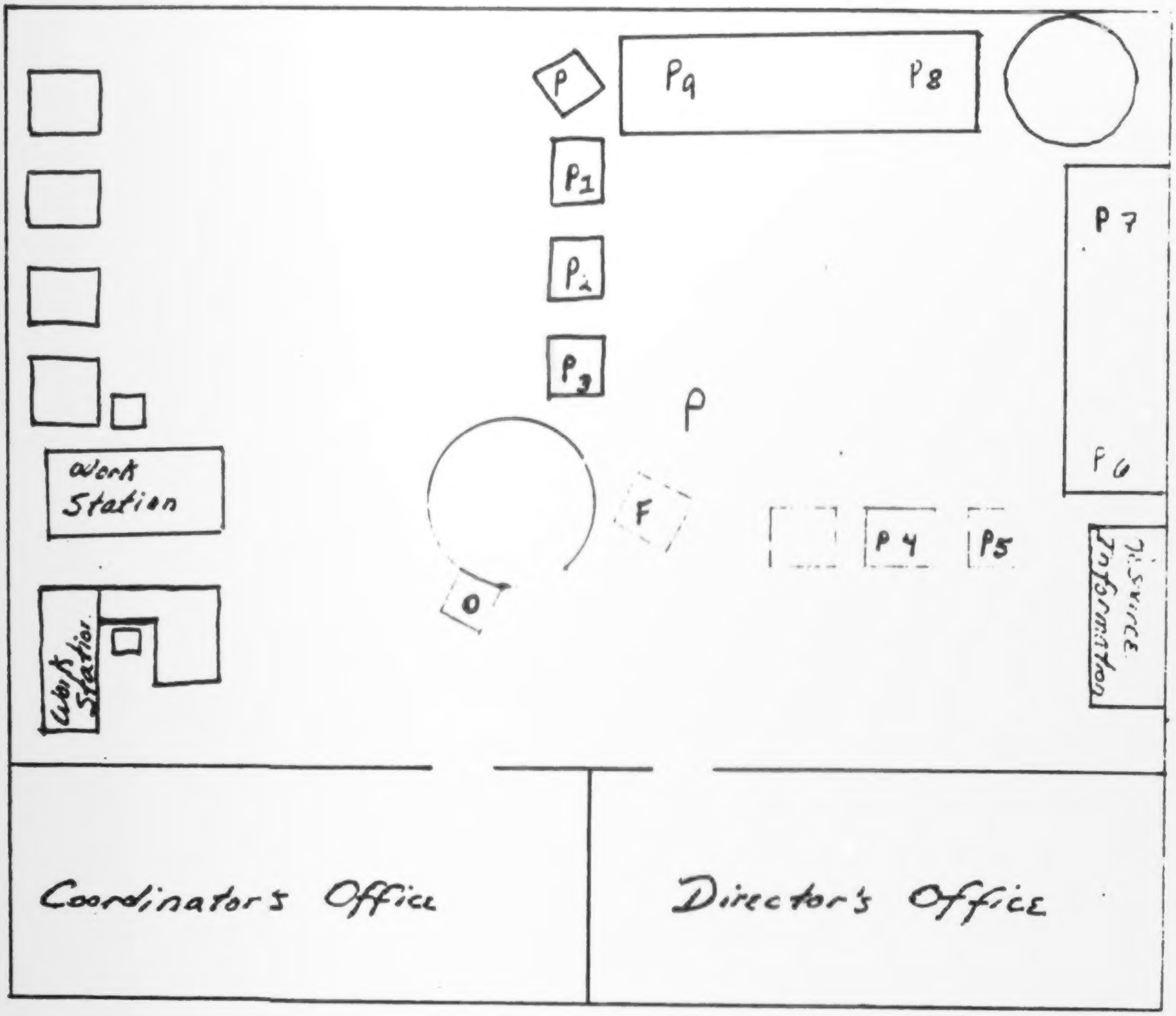
12:05 Gwen discussed the option of home study for those who are not able to attend classes. P11: "I quit in the middle of my senior year to help my mother support our family. I had no idea it would be so easy to finally finish." P9: "My sister thinks she's too old, and she'd be embarrassed to come back." Gwen: "The bottom line is that first step can be an enormous one, but when you take that first step, you'll be amazed at how easy the rest becomes. If you'd like, you can even participate in graduation exercises with other adult students when you're done."

12:15 Gwen wrapped up the discussion: "I'm easy to reach. I'm in my office here on Tuesdays for anyone who'd like to register. If you're not enrolled in a program right now, wait until the beginning of the quarter, and feel free to call me if you have any questions." The Facilitator thanked Gwen for her presentation. She then handed out a flyer on "Women's History Week" activities going on at the University of Utah, and encouraged the group participants to attend some of the events. Participants began to break up into smaller groups and socialize as the session ended.

WUPS SUPPORT GROUP SESSION
February 18, 1986

F = Facilitator
O = Observer
P = Presenter

Total Participants: 9



APRIL 2, 1986

5:30 I attended the Wednesday evening WUPS support group session held at Granite High School. I was greeted by Pat Ashby, the Group Facilitator. Approximately fourteen participants were already present. Most were absorbed in a discussion as a I took a seat at the back of the room. The women seated nearest me smiled and said, "hello." On the blackboard the Facilitator had written:

"I am responsible for my own happiness.
The winners in life can find something positive in every situation.
Rule #1: Don't sweat the small stuff.
Rule #2: It's all small stuff. If you can't fight and you can't flee, flow."

OC: Despite the traditional classroom seating arrangement, the atmosphere was very informal. Most particpants were sitting sideways at their desks in order to be able to interact with those seated behind them as well as in front.

5:45 The Presenter arrived and Pat introduced her as J.R. Gill. Pat commented that J.R. had started out as a cashier and presently owned her own mortgage and loan company. J.R. introduced herself and took a seat behind the instructor's desk. J.R.: "I hadn't planned a speech. I thought that we might be informal instead, and I'd like to invite you to ask any questions you might have." J.R. went on to give a brief outline of her background. Her first job was as a cashier at a thrift company. At that time she was eighteen years old and was majoring in commercial art in college. She found that she had an aptitude for her new job and made the decision to quit school. "I kind of fell into this kind of work by accident. I saw a great future in the field of finance for women." When she discovered that $600/month was the maximum she could expect to make in her position, she decided to get into management. J.R.: "You may have heard that a woman has to work twice as hard to get ahead, and that's true. I worked at this company for four years, but it was all owned by men. When they hired a man under me and paid him more money, I decided that I'd learned a lot but that there were limits to how far I would be able to excel there." J.R. expained that she went on to work for a company out of Newark that had a management training program. She had worked there for three years when a new supervisor was transferred in that had a problem working with women. She decided to start her own thrift company after considering her options.

Page 2

5:55 J.R. continued, "If I'd already been working twice as hard before, now I worked ten times as hard. I had my son while starting my own business, so I had to reschedule my life. From 8:00 to 6:00 I was at work; from 6:00 to 8:00 p.m. is time spent with my son until his bedtime. Then I'd work from 8:00 until midnight. It's interesting to me that men come home, put their feet up and don't worry about the responsibility of child-rearing. Those two hours are soent with my son each evening without fail. He's fifteen months old. We also spend every weekend together."

OC: J.R. was a speaker who had obviously impressed the group. She comes across as very professional and assertive. One of the group participants in front of me commented that J.R. looked far too young to own her own business. She had the group's undivided attention when she mentioned that she began her business as a single parent.

6:05 J.R.: "Setting goals is very important. There is no way to reach something if you don't know what you're trying to get. Set goals monthly, yearly, and even further on. If you don't, it's like driving a car with no place to go. Any questions, comments?" P2: "How are women treated who work for you?" J.R.: "Very well." P3: "Are they given opportunities to get ahead?" J.R.: "All my departent heards are women. They work harder and they know more. I didn't intend for it to turn out that way. It just did." P7: "You say you worked harder starting your own business?" J.R.: "It's harder because you've got to establish credibility." P6: "How did you do it?" J.R.: "Guts. I quit my job. I mortgaged my car for $5,000. My office rent was $200 per month and I borrowed my desk. I had a six-month plan worked out. I invested money in real estate rather than stock." P9: "Did someone help you get started because you were a woman?" J.R.: "I didn't use or borrow any money from them, but the Small Business Administration would be a good place to start for many women." P1: "But it seems like the knowledge you had and your contacts were more important than the money." J.R.: "Absolutely, and I was scared." P2: "When you started out you were a cashier and then you moved up to what?" J.R.: "I moved up to loan officer, and it was really a psychological thing. I worked so hard and spent a lot of time learning other parts of the business, and pretty soon people began treating me like their boss and coming to me for advice, which is what I wanted."

Page 3

6:15 Facilitator: "I'm telling on someone in here. She's a secretary for a mortgage and loan, but her boss won't move her up because she's such a good secretary." J.R.: "I'd change jobs. There are lots of openings out there in the savings and loan business, but it takes perseverence to get one." Facilitator: "A big factor is knowing how to sell yourself." P1: "But would they really hire you?" J.R.: "If you're going to be applying for a so-called man's job, assert yourself. Say you're applying for a position as a loan officer, not processor." P1: "But what if you're desperate?" J.R.: "Then I might say to myself, I'll be a processor for now, and later I'll get a better job somewhere else." P8: "Where did you get the background to get your business attitude?" J.R.: "I got mad."

OC: The group began to really warm up during this question and answer period. Nearly everyone participated in the discussion, and all seemed impressed with J.R.'s no-nonsense approach as she answered their questions. The participants began to interact with each other again as well as with the Presenter. I overheard one participant comment, "If I could work for someone like her I'd go straight to the top."

6:25 P2: "You just got tired of being stomped on." J.R. mentioned that her self-esteem had been damaged by her first marriage and that she had not always been this confident. P11: "Obviously having good health helps, too." J.R.: "I haven't always had good health. That was another hurdle I had to get over." P1: "Besides dumping your first husband." P7: "But, pretty soon everyone you work with picks your brains and then they don't need you any more." P13: "I disagree. You should share what you have." Facilitator: "Remember when we talked about the One-Minute Manager? If I don't share, no one can ever learn from my mistakes." J.R.: "They may replace knowledge, but they can't replace you. You may have someone who has a skill the company needs--like someone who can hold the office together." P6: "But you don't thihk it's harder to get a job if you're a single parent.?" J.R.: "I will hire a single woman with a child over anyone else. Women who are married often have a husband who wants them home to cook dinner and is saying to them, 'Honey, it's either them or me.' A single woman knows she must work hard and that her child or children are depending on her to bring home a decent living."

Page 4

P8: "What kind of schooling did you get that qualified you to start your own business?" J.R.: "Zip." P6: "How do I know whether to choose schooling or an on-the-job training situation?" J.R.: "It depends on what field you want to go into. If a degree is a requirement in your chosen field, then go for that. You have to decide. Do your homework to find out if it will help you." P6: "When I took the assessment test in this class it said I had an aptitude for business and clerical-type things. I've been a mother for years. I don't know whether to go to school or work." This statement touched off a more involved discussion among the group as many of the participants revealed that they were also in a position to have to make that decision. P12: "Where I work you have to have a degree to get into management." J.R.: "That's ridiciulous. Sometimes it's a real judgment call--whether to get that degree or not." Facilitator: "And that's why interest interviews are so important. You find out often that there is more than one way to work into a particular field, and what kind of educational background would be most beneficial. P1: "I'm encouraged to hear you say you are successful in your own business because that's what I want to do. What I want to know is where do you get your energy?" J.R.: "Energy feeds itself when you love what you do. If you let people tell you you're no good, you'll be just what they say. Whatever you're doing, you must do it for yourself." Some of the participants discussed how difficult it was for them to do things for themselves as all of their time seemed to be committed to children and other family members as well as community and church activities.

OC: I was impressed to note that there was very little subgrouping going on during this discussion, which was remarkable considering the size of the group. Participants were very willing, on the whole, to share their ideas and feelings with the whole group.

6:40 P2: "It seems to me that you haven't put too much stock in what people said who tried to discourage you." J.R.: "Well, once you get a few little successes behind you, your self-confidence really begins to build." P1 launched a discussion relating to family members' attitudes and how they can affect an individual's self-esteem. The Facilitator tied this discussion into an earlier session about victim language. J R : "Precisely. You must not allow yourself to beome a guilt-ridden, helpless wictim. Victims are no fun."

P10: "How could I get on-the-job training in finance?" J.R.: "There are literally hundreds of opportunities, but try to avoid working for a bank. There often are not a lot of opportunites for women there. Try to work for a small company where you can gain lots of different kinds of experiences. And don't quit a job before you have another one lined up. Don't do anything to spite people. You'll end up hanging yourself." P3: "How important are appearances in job interviews?" J.R.: "Not just during job interviews, but everywhere--sometimes even in the grocery store. If you want to be a professional, you need to project a professional image every day of your life." The group went on to discuss specifics around dressing for job interviews. P1: "What about older women? Isn't it different for us?" J.R.: "Why wouldn't I hire someone like that and benefit from her experience and knowledge?" The group went on to discuss appropriate behavior in interview settings in more detail. The Facilitator brought up assertion as a communication tool that works for women in job interviews.

6:50 J.R.: There's a difference between aggressive or abrasive and assertive. People will believe you if you act like you know what you're talking about. And they'll believe you if you act the other way, too." J.R. answered more questions relating to her individual experience starting her company, and then wrapped up the discussion by thanking the group and offering words of encouragement to the participants.

7:00 The Facilitator suggested that everyone take a 10-minute break. During the break many of the participants talked with the Facilitator about J .R.'s presentation. One remarked, "But we we can't all be leaders. Don't some of us have to be followers?" Another commented, "I think I'll take some of her advice. I work for a dentist and he does everything. I think I'll ask him if I can take on more."

OC: From the previous discussion , it was obvious that several of the displaced homemakers in this evening support group were already working either full- or part-time, but all were in relatively low-paying dead-end jobs. By having an evening group available as well, the WUPS program makes it possible for women who are already working to receive information that will assist them to plan for a better career.

7:10 The Facilitator introduced the next topic, which was centering. The group has been trained in a component of assertive communication during each session. Facilitator: " How do we get pulled off center?" P4: "By saying something that's important to you and no one acknowledges it. That pulls me off center." Others added personal examples of situ ations that made them feel out of control or off-center. P5: "But how do you get rid of anger when it builds up inside?" Facilitator: "Sometimes counseling may be advisable. Anger or guilt turned in on yourself--those are feelings that can sometimes even make people feel suiciddal." She went on to share a personal experience from her past. "Something I learned is that you need to forgive--to let go," she continued. "And that's because it's extremely destructive to hold onto old anger, old problems."

7:30 The problem solving skills we've talked about can be really useful here. Identify the problem and identify alternative solutions. When making choices, don't forget to ask yourself what is important to you? What are you willing to try? So, how do you get centered again?" P3: "Wednesday nights." The Facilitator recapped the discussion by going over the concepts of centering step-by-step and utilized some illustrations she had made up on newsprint. Facilitator: "First, recognize you're off center. Then stop and breathe. Then think about what your body is doing. Ask yourself, "What are my feelings?" Finally, consider your thoughts." The Facilitator next had the participants count off and separate into four separate subgroups as she explained the training exercise. Participants were instructed to write down three to five criticisms that inidividuals believed to be true about themselves, and then to list three to five criticisms they had received which they felt were ridiculous.

OC: I observed that the participants appeared to be enjoying the training exercise, and that no one seemed to be dominating the discussions as the subgroups recorderd their criticisms.

7:55 The Facilitator asked everyone to return to their original seats. Facilitator: "Is there a difference between criticism, negative feedback and putdowns? Individuals offered their own interpretations of these terms. The Facilitator continued, "When you receive negative feedback, you have the option to open or

7:10 The Facilitator introduced the next topic, which was centering. The group has been trained in a component of assertive communication during each session. Facilitator: "How do we get pulled off center?" P4: "By saying something that's important to you and no one acknowledges it. That pulls me off center." Others added personal examples of situations that made them feel out of control or off-center. P5: "But how do you get rid of anger when it builds up inside?" Facilitator: "Sometimes counseling may be advisable. Anger or guilt turned in on yourself--those are feelings that can sometimes even make people feel suicidal." She went on to share a personal experience from her past. "Something I learned is that you need to forgive--to let go," she continued. "And that's because it's extremely destructive to hold onto old anger, old problems."

7:30 "The problem solving skills we've talked about can be really useful here. Identify the problem and identify alternative solutions. When making choices, don't forget to ask yourself what is important to you? What are you willing to try? So, how do you get centered again?" P3: "Wednesday nights." The Facilitator recapped the discussion by going over the concepts of centering step-by-step and utilized some illustrations she had made up on newsprint. Facilitator: "First, recognize you're off center. Then stop and breathe. Then think about what your body is doing. Ask yourself, 'What are my feelings?' Finally, consider your thoughts." The Facilitator next had the participants count off and separate into four separate subgroups as she explained the training exercise. Participants were instructed to write down three to five criticisms that individuals believed to be true about themselves, and then to list three to five criticisms they had received which they felt were ridiculous.

OC: I observed that the participants appeared to be enjoying the training exercise, and that no one seemed to be dominating the discussions as the subgroups recorded their criticisms.

7:55 The Facilitator asked everyone to return to their original seats. Facilitator: "Is there a difference between criticism, negative feedback and putdowns?" Individuals offered their own interpretations of these terms. The Facilitator continued, "When you receive negative feedback, you have the option to open up or close off the communication. What you choose depends on the relationship you have with that individual and how you choose to deal with it. If I don't want to deal with it, I can keep my reply short and close it off, or I can ask for additional information. Putdowns can be seen as negative feedback where the meaning is disguised or fogged. It's very indirect. The person that's giving the information doesn't want to take responsibility for the putdown. If I want my response to close off the communication, I can reply, 'I don't want to hear it.' What are some other ways I can close it off?" The group discussed other possible responses. Facilitator: "How can I open it up? I could say, "Why did you say that?" P11: "What can you say when other people put themselves down?" Facilitator: "I share my feelings about that with them. I may start off by saying, 'When I hear you say that, I feel . . . .,' and then express how their statement has made me feel."

8:10 The Facilitator introduced some techniques for dealing with negative feedback as well: opening or closing off the communication, or delaying the response until one feels more like dealing with it. She then asked for volunteers for some role plays to demonstrate the techniques discussed. Several participants volunteered. The participants evaluated the responses given in the role plays and gave suggestions for other possible ways of handling each situation. The Facilitator then asked members from each of the subgroups to share some of the "ridiculous" criticisms they had listed. One of the subgroups had listed, "I'm fat." The Facilitator asked the group for possible responses. P6: "I'd say, 'I don't want to hear that.'" The other subgroups read their criticisms while the group evaluated suggestions for responses to the feedback.

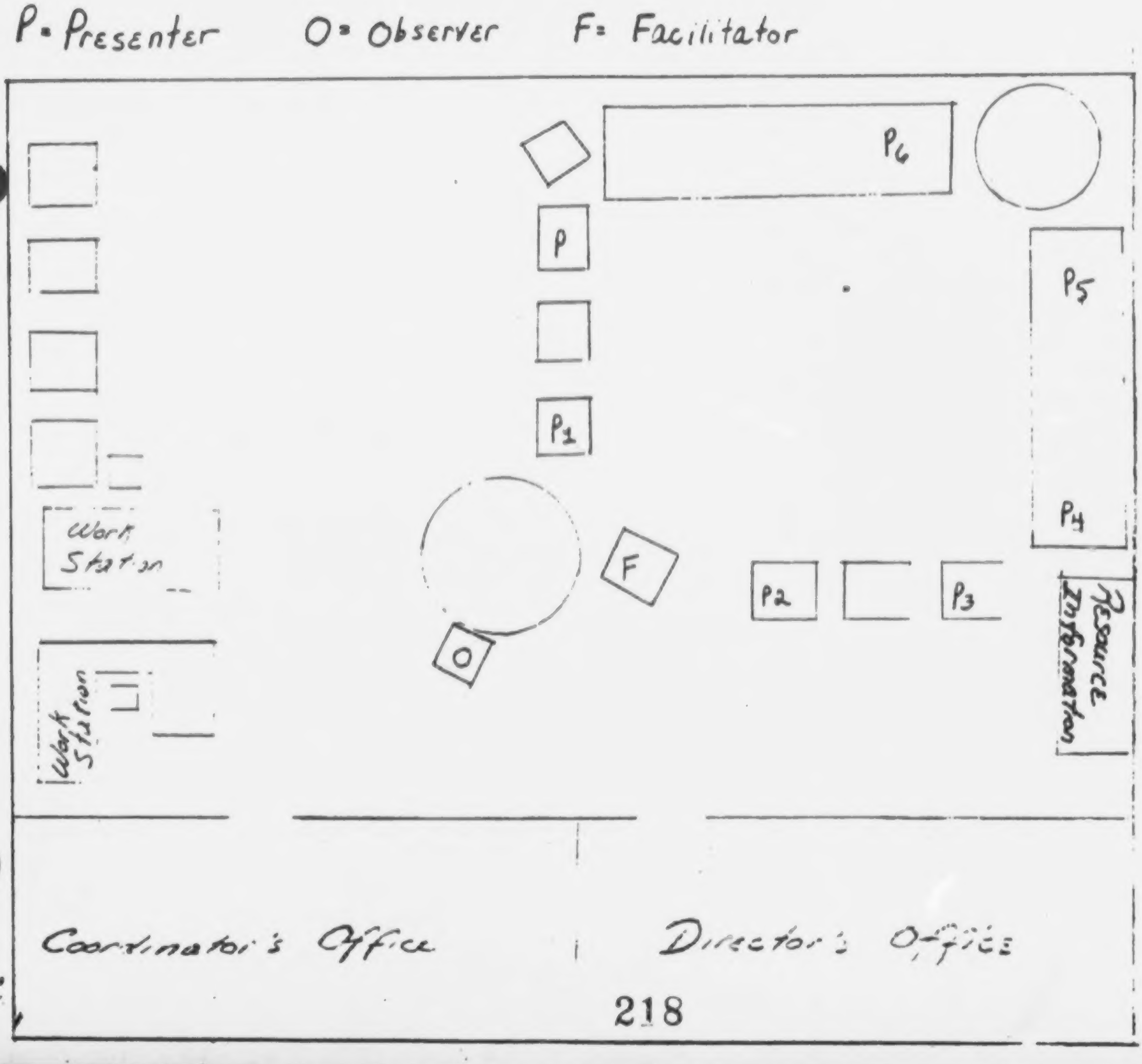
OC: It was interesting that all the criticisms that participants had listed in the "ridiculous" category dealt with personal appearance or parenting skills. This was a highly participative exercise as everyone present had received similar criticisms either recently or in the past and shared their own experiences about how they had either handled or avoided handling the situation.

8:20 The participants then discussed some self-esteem issues and how criticism and putdowns, as opposed to negative feedback, often result in a loss of self-confidence. Two of the participants worked together in the same office, but were receiving different styles of negative feedback from their supervisor. The Facilitator suggested they role play the situation and that she would play the part of the supervisor. Participants evaluated both verbal and non-verbal messages during the role play to provide the players with some insight into why the supervisor was not consistent in offering negative feedback to his employees.

8:30 The Facilitator briefly recapped key points and thanked everyone for coming. Many of the participants lingered a while to chat with each other and the Facilitator.

JANUARY 27, 1986

:25 The Women's Resource Center is located on the ground floor level of the Student Center. It is removed from the constant traffic and noise of the cafeteria, Admissions and Financial Aid Offices upstairs. The setting for the support groups is comfortable and homey, rather than a classroom-type setting. A pot of coffee was provided and the atmosphere was informal and relaxed. The Director's and Coordinator's offices are located at the far end of the room. See diagram below.



9:30 Five group participants walked in together, sat down, and talked quietly among themselves. Two got up and walked over to the bulletin boards to read the posted announcements.

9:35 The Facilitator greeted the group and explained that two participants would be absent today. She introduced Candi, a Counselor from Vocational Rehabilitation. Candi began by talking about her agency's background, purpose, and funding in some detail, and asked if there were any questions. P2 asked if Rehab existed in other states. Candi said that you could transfer your services to other states and talked about the Utah State Legislature and its role in relation to the agency. At this point, Candi began explaining eligibility criteria. Candi: "You must have a disability that is vocationally handicapping." She elaborated by talking about qualifying for Rehabilitation Services by having a physical or an emotional disability. Candi: "We use the DMS III. This is a diagnostic tool for emotional problems. We're looking for things like stress, anxiety, depression. So, there are three eligibility criteria: we look for disability, at your financial situation, and at your willingness to work." P2: "Are you saying that even if you're married you can get this kind of help?" Candi said that if you were needed as an additional breadwinner in the family and that if you met the other criteria, you would qualify. She then asked if there were any questions so far. The Center's Intern from the Graduate School of Social Work was seated at the work station, and asked her to elaborate a bit on Rehab's financial criteria and how a person's assets affected eligibility. Candi replied that assets were looked at on an individual basis, and that if a person had a great many personal assets, he would probably be expected to pay for his own schooling.

9:50 The Facilitator came out of her office and sat at the table close to the group. P2: "Do you have a telephone number?" All the participants wrote the number down. She asked P4 how long it had taken her to get all her paperwork together for financial aid for school. P4 answered that it had taken a while, but that she thought she had most of it done now. P4: "How long does it take to find out if you can go through Rehab?" Candi explained the application process thoroughly. She said that it depended on many things, including your prognosis. She said that, first, you would need to have a short physical examination if you hadn't had one in the last year. Next, you had a psychological evaluation. You would take the MMPI (Minnesota Multiphasic Personality Inventory), and that this test "ferreted out any problems you might be having and looked at some aspects of your personality." You also would take an IQ test--the Wexler Adult Intelligence test. This test looks at long- and short-term memory and dexterity. It also looks for learning disabilities. Sometimes you take a mood inventory--how often do you feel depressed and down--in addition to a physical inventory. You take projective tests, like drawing a house and completing a sentence. The tests are there to identify your strengths and weaknesses."

OC: I felt that these explanations were too involved and technical. Candi's vocabulary is college-level, and I sensed that some of the participants were somewhat lost during this part of the presentation. To the novice, I believe the long titles and acronyms used could sound somewhat threatening at first.

Candi went on to mention that if you had already had a physical within the last year, some time could be saved by sending for those records instead of having another one. She said another thing she sends for is your school transcripts, and while that may sound threatening to someone, her purpose for getting them is to use them constructively as a counseling tool. Candi then mentioned that if you had been in counseling within the last year you could have those records transferred and might not need to go through the psychological evaluation. She recapped the application process once again: medical records, counseling records, and transcripts. P4: "Is there any physical testing, like for a handicap like hearing?" Candi replied that if a person thought she had a hearing difficulty, they could send her for audiological testing and that it very well might be considered a vocational handicap. She went on to say that the amount of time involved before a person could find out if she were eligible for Rehab might be up to three months.

OC: At this point, the group was quiet, but attentive. P1, who was a new addition to the group today, was the only participant that was somewhat withdrawn. She sat with her arms folded and had little eye contact with other members of the group.

Candi then covered the financial aid aspect of Rehab. She advised the group to apply for their own through Pell Grants and other programs available and use Rehab as a "back-up." She said that Rehab clients negotiate with their Counselor on their financial needs for school, and that the Counselors make their decisions on an individual basis. She went on to say, "If you don't know what you want to do, we can send you for work evaluation testing to see what types of jobs you would be good at and what would interest you. We have a testing center that does just that. Right now people are waiting about six weeks to get in there. So, as I mentioned before, processing time now can take up to six weeks. But I encourage you to go ahead and contact us if you're interested. One more thing that I wanted to mention was that Rehab may start prioritizing services." Candi continued that, because of the current administration in Washington, the amount of money allotted to Rehab has not been increased over the years. She said that if you're one of Rehab's "new people," you need to be prepared and know that students closer to graduation will receive higher priority for funding in the future. P2: "So the best time to apply is now or the summer?" Candi encouraged everyone to go ahead and look into Rehab any time they wanted more information. Candi: "Any other questions?" No one responded. Candi: "Again, Rehab can pay for tuition, books, tools, uniforms, bus passes--any training-related expenses. We can do on-the-job training types of things, too, but I'm not personally real sold on that." P1: "Why not?" Candi: "Employers seem not to be able to or want to spend the time really training you. Most on-the-job training situations I've worked on haven't lasted more than six months--and that's not fair to you. That's just my experience--you may be aware of instances when it's worked out well. I find most employers would rather have you trained first. Are you interested in that?" P1: "I've thought about it." Candi: "Well, I want to be honest with you. I think that you're more apt to be kept on *the job if you've had training first. The intern added, "Candi? I had a personal experience with a job like that at a place I worked. No one spent any exta time with her and she was eventually laid off." P2: "Do you think it was discrimination?" Intern: "I think it was a lack of communication about what she needed and what the employer was supposed to provide. He lacked the skills to train her." Candi gave an example of an on-the-job training situation that she had set up with a retarded boy at a retail lumber store. The boy had not received enough training and it had not worked out. She went on to say, "We have something new we're excited about--a job-coaching expert. She gave an example of someone who wanted to be a paste-up artist and started out on the job. "We'll then pay someone to work with you two hours or so a day and provide you with some on-the-job coaching. I'm setting one up now with a client who is severely learning-disabled. We need to experiment in new ways." Intern: "People also need to learn about power structures and politics within companies. It can be very unpleasant if you don't know anything about it, and training should cover that." Candi agreed and added, "It will be interesting to see how it works out." She recapped the help Rehab can provide to those with physical disabilities, and moved again into counseling. "For counseling, we often refer people to Mental Health. I'd just like to share something with you personally. I went back to school--applied for financial aid, had counseling and all of that. One of the things I want you to know is some of us have been there, and we have been through many of the things you are struggling with now. Any other questions on Rehab?" P2: "If necessary, does it just cover a 2-year program?"*

10:20 *Candi: "If you want a four-year program, a job that's in the economy--if you can make a case for it and if we can work it out with welfare, we can pay for up to four years." P2: "What about Social Work? That's a four-year program, isn't it?" Candi explained the difference between licensed Social Workers and Social Service Workers and the different educational requirements for those positions within state government. Candi: "Good questions from this group. One thing I'd just like to add is get hooked into the system before all your problems are resolved so you can be eligible." Candi continued by saying Rehab can help people see what they would actually be doing on the job.*

10:30 *Two students walked over to the secretary's desk and background noise increased. Candi spoke a little more about physical disabilities and how Rehab can sometimes help pay for medical needs not covered by Medicaid or other medical insurance. She then asked, "Any more questions?" No response. The Facilitator stood and thanked Candi for her presentation, and suggested that the group take a five-minute break.*

OC: *The Facilitator has the presentations timed to end on the half-hour which works out well as this is when classes generally end, and students tend to drop by the Resource Center. During this break, the Facilitator, Intern, and another volunteer spoke to students coming in and out, found written information they requested, and chatted informally with others who had dropped by to say "hello." The group participants walked into the outer hallway or remained seated and talked together.*

10:35 The Facilitator introduced the next presenter as Keith, from the School of General Education and Technology, and explained that his job involved academic advising for students considering or already in those programs. Keith sat where Candi had been sitting. He talked a little bit about the various programs offered through General Ed and Technology. "We're real advocates for women getting into our non-traditional programs like electronics, engineering, drafting. Right now you'd still be a minority in the classroom. For every female in one of these classes there'll be about ten males." Facilitator: "We prefer to think of ourselves as trendsetters, not minorities." Group participants and Keith laughed. Keith: "I encourage you to look into these fields if you haven't decided on a major yet. Let me pass out some things here." Distributed handout on Associate of Science Degree with General Education emphasis (attached). P2: Do you have a marketing degree here? Keith: "Yes, but that's offered through the School of Business." He went on to explain the handout.

OC: Keith was visibly beginning to relax. He had appeared somewhat nervous at the beginning of the presentation. Participants looked at handout. P1's body language and expression showed she was much less withdrawn at this point than when she had first joined the group.

10:50 P2: "Is there any problem transferring credits from here to the U?" Keith: "No, because the State Legislature passed a law that the U is required to accept UTC's A.S. Degree. Brought over blackboard attached to easel. A student came in and spoke to the volunteer seated at one of the desks. The Facilitator took the student into her office and shut the door so as not to disturb group. Another volunteer sat down and began typing on an electric typewriter. The phone at the volunteer's desk rang frequently. Keith was answering questions about specific program requirements and used the blackboard to illustrate specific points.

OC: At this point I was distracted by the background noise and was unable to hear what was going in within the group although I was sitting approximately three yards from the presenter. This was beginning to affect the group's ability to keep their attention focused on Keith.

One volunteer walked over from her work station and sat next to P6. Another student came and sat next to me at the table. The Facilitator came out of her office and rejoined the group. P2 asked some specific questions about transferring credits and then one about choosing an appropriate math class. Keith provided suggestions about what to do if you ended up in a course that was too difficult for you.

11:00 The background noise quieted down at this point as students who had walked in to talk briefly with the Facilitator or Director left and the volunteer finished typing. Keith utilized the blackboard to explain how many hours are required for a Bachelor's Degree at the University of Utah, and how the A.A.S. Degree works for transfer students.

OC: The group was very attentive and most were taking notes as this topic was being covered.

Keith: "Any questions on any of those degrees?" No response. "Keep in mind what degree you're working toward and what the required classes are as you plan out your schedules each quarter." Two women walked in and stood just inside the entrance. The Facilitator walked over to them and spoke with them briefly. Keith: "How many plan on going into the business program? No response. P2: "I'm thinking about marketing." Keith: "How many are undecided?" P3, P4 and P5 raised hands. Keith: "Well, really, the only things that keep women out of some of the technical fields are the hard science classes like physics and math." Talked about computer graphics and architectural drafting programs. "Anyone interested in nursing?" P3 and P4 raised their hands. He passed out a flyer on the LPN program, saying, "This is on our LPN Program. Nursing requirements are changing--we may see some changes this fall. What we do is have you take a basic biology course and remedial math course if you're rusty in math. There is a separate application process for nursing. We accept students every quarter." P3 asked some specific questions on the application process and prerequisite courses. Keith used the blackboard to explain in more detail and suggested possible ways a student could arrange her schedule. P4 asked about Nurse Practitioner degrees. Keith: "We'are not allowed to go that far. We hook into Weber for our RN program." P4: "I have my LPN license now. I'm wondering if I'll have to take some new classes because of the new requirements that are coming." Keith: "I'm not really sure right now,. We will be offering an Associates in Nursing, but that's kind of under the table right now." Keith went on to explain some of the courses offered in computer technology and what the labor market demand for these types of skills is currently. He said that there are some four-year degrees offered on campus through Weber State College. P2 asked why they weren't offered through the University of Utah as it is closer. Keith answered by saying that UTC has a better working relationship with Weber, and that the classes offered through Weber seem to better meet the UTC students' needs. He then asked for questions from the group.

11:15 P2 asked Keith to discuss math requirements in more detail, and reminded him that she would be starting "at the very bottom." The rest of the group laughed.

OC: It seemed to take a while for the group to warm up to Keith, but at this point everyone seemed to be more at ease. Keith recognized from the group's reaction to P2's statement that nearly everyone there was concerned about their math abilities, and took the opportunity to bring up the subject of a new class aimed at reducing "math anxiety." As this was something that everyone could identify with, a quite lively discussion among the group ensued.

11:25 The Facilitator stood and asked if there were any more questions. She asked Keith, "Did you talk about ZOOM?" Keith explained that ZOOM is a motivational and goal-oriented course geared toward helping students succeed by assisting them to develop coping skills, decision-making skills, making career choices, and other related subjects. He also talked briefly about Discover, a computerized career planning program and invited the participants to contact him if they were interested. P2: "That sounds great. I've had a lot of stress and anxiety about returning to school. I'm impressed with everyone's caring and interest. UTC seems more humane to me." She addressed the rest of the group: "Don't you feel that way?" The other participants nodded or voiced agreement. Some of the participants thanked Keith for his presentation, and the Facilitator suggested a five-minute break. During the break, everyone left but the Facilitator and P6, who had not participated as actively during the morning as the rest of the group. P6 asked the Facilitator what classes she would need to take to become a legal secretary. They discussed this until the rest of the group returned from break.

OC: The Facilitator took great care to "check out" the participants and make sure everyone was feeling comfortable with the information presented, and insuring that no one felt left out. She spoke with the different participants individually as they settled in for the next presentation, and the group appeared to be relaxed and in good spirits as the Facilitator introduced the next speaker, Edith, as a Counselor from Mental Health.

11:40 Edith began by giving some background information on stress testing and then told the group, "I'm a re-entry person myself. I came back for my Bachelor's at age 56. Now I'm a clinical MSW. It's tough to go back, but let me encourage you to stick with it." She passed around a handout on "The Effects and Cost of Stress" (attached) and invited the participants to read it over carefully when they had some quiet time available. She then directed everyone's attention to certain pages within the handout. She spoke about Hans Selye and how scientists look at stress. She added, "We always assume that you can handle anything that comes your way, right? That's just not the way it really is. None of us can always be the Rock of Gibralter. No one is immune to the physical effects of stress, no matter what their education or income. How many have had headaches? High blood pressure? Gastrointestinal problems?" Different participants raised their hands in response to these questions.

OC: Edith is an experienced and effective Group Facilitator. She used eye contact with individual participants effectively to draw them into the discussion, and used humorous personal anecdotes to illustrate her points and keep the mood of the group "up."

11:50 She followed with a discussion of Type A versus Type B personalities, in which everyone participated. She went on to talk about the socialization of women and the difficulty women often have expressing feelings that are considered "not nice," such as anger. She then led the group into a discussion about assertive, passive, and aggressive behavior. The next topic she introduced involved methods of reducing stress such as deep breathing and asked the group to participate with her in a short exercise to demonstrate the technique of visualization. Edith went on to discuss a film, "Why Do I Feel Guilty When I Say No?" Other participants agreed that this was a problem each of them experienced regularly in their lives. P2 asked where she could find the film, and Edith advised her to check in the UTC library. She added, "Women always tend to be doing things for other people. Leave time to be kind to you. Don't listen to the negative opinions of other people. That's all they are--opinions. I'm going to leave you with a gift. I have a gimmick. When people make critical comments, sometimes I'll say, 'I wonder why you're telling me this.' That puts it right back on them for being critical. Usually they find themselves at a total loss for words." P3: "I can't wait to try it."

12:15 Edith wrapped up the discussion by inviting the participants to get in touch with her if they felt they needed to talk to someone or if they would like to be referred for counseling. The group thanked Edith for her presentation, and the Facilitator repeated Edith's name and number for participants to write down. Facilitator: "Let's take a few minutes before we knock off to talk about tomorrow's activities. It should be real fun." P3: "I thought today was wonderful." P4: "I really felt like I got a lot out of it." The Facilitator briefly went over the agenda for the following day's session, added that I would be there observing the group again, and thanked everyone for coming.

12:30 The participants continued to talk among themselves as they gathered up their belongings about personal experiences with stress and ways they have discovered to cope with different kinds of pressures as single parents.

OC: The Facilitator had scheduled the most participatory presentation last so that the group would close on an upbeat note. The participants seemed reluctant to leave and four of them stayed until close to 1:00 talking with the Facilitator and among themselves about their individual plans for training as well as discussing anxieties about child care and transportation.[]